

Admissions

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Department of Psychology

This session

- University? What's that all about?
- Why Oxford Brookes?
- The Department and how we teach
- The British Psychological Society
- Psychology Demonstrations

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What's in it for me?

- Better jobs, better prospects and more choice.
- Those with higher education qualifications are 50% more likely to get a job.
- They earn, on average, 43% more than those without (DfES), and up to £150,000 more over a career (The Guardian).
- Graduates gain independence, confidence, valuable skills, knowledge, friends and experiences they'll never forget.

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What are universities for?

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What are universities for?

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- To enable people to develop their capabilities and fulfill their potential, both personally and at work...
- To advance knowledge and understanding through scholarship and research
- To contribute to an economically successful and culturally diverse nation.

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What are universities for?

- To award degrees...
- To advance knowledge and understanding through scholarship and research
- To contribute to an economically successful and culturally diverse nation.

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What are universities for?

- To award degrees...
- To be at the cutting edge of knowledge and research...
- To contribute to an economically successful and culturally diverse nation.

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What are universities for?

- To award degrees...
- To be at the cutting edge of knowledge and research...
- And to make the world a better place!

- This shapes how students experience university life and is why university is different to school/college.

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Choosing a University

- Therefore, it is important that your decision about where you want to go is based on a combination of different factors...

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So you're thinking of Brookes?

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- "The university's location has always been an advantage in student recruitment, but the quality of provision is the real draw."
- "Staff are friendly, knowledgeable and eager to assist and give advice, especially to newer students."
- "Oxford Brookes, which has a consistently excellent record for graduate employment, is also partnering Warwick University in the Government's academy for gifted and talented schoolchildren."
- *The Times* Good University Guide 2008

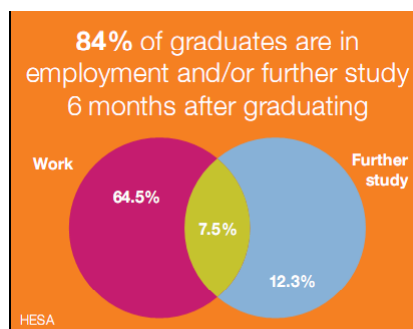


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So you're thinking of Brookes?

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- 'Many courses are **vocational** and the university has good links with local organisations.'
Guardian University Guide 2007
- "Graduates' starting salaries are £900 higher than the average and more than two-thirds go into graduate-level jobs." *Sunday Times* 2008
- "For a while now Oxford Brookes has been the new university that all new universities want to be."
The Independent Education 2009



Graduate employment was rated 32nd out of 124 for starting salaries in 2008



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Psychology at Brookes

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- We offer educational challenge and excitement!
- Not just learning about psychology but we teach you about being a psychologist !

Psychology at Brookes

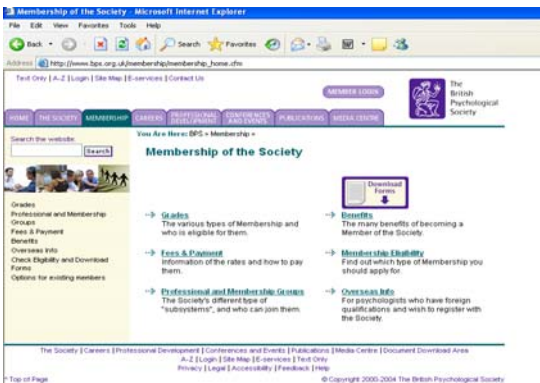
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- You may study Psychology as part of a combined honours or as a single honours degree.
- Both single and combined degree programmes are accredited by the British Psychological Society.
 - (Very rare for combined degrees!)


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The BPS and GBR

- British Psychological Society
- Graduate Basis for Registration








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The Department


- 18 Lecturers/Professors
- 5 Researchers
- 3 Demonstrators
- 3 Administrators
- 1 Technician

- 270 undergraduates
- 100 postgraduates
- 10 doctoral level students





Not too large and not too small!




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Student Support

- Students rate our staff as supportive and approachable
- Department - Demonstrators and personal tutors
- School - Student support co-ordinators
- University level support



Brookes provides a free study advice service called **Upgrade**. Any student, on any course, at any stage, can get extra support.



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The Department

Oxford Centre for Connectionist Modelling

Home

People

Research

News

Links

The Oxford Centre for Connectionist Modelling, which is currently in the process of being formally established, draws together expertise from the Department of Experimental Psychology at Oxford University and the Department of Psychology at Oxford Brookes University. We use connectionist (artificial neural network) models to investigate cognitive development in infancy and childhood as well as normal and impaired adult processing. Currently our work focuses on word learning and categorization in infancy, the development of reading, the development of vowel categories in infancy, and the processing of verb inflections in children and adults.

The Institute for Research in Child Development

Children facing challenges

Many children in our society today face severe challenges. Some arise as a result of disorders present from birth, others develop as a child enters its early years, whilst many become evident when the child starts at school or is introduced to a new culture.




Although these changes vary in nature and effect, all children who experience them share a vulnerability which may have a profound impact on them and their families. Without effective support these children may never reach their full potential, and the difficulties which they face in fundamental stages of development could go on to define their future lives.


Oxford Brookes has now brought together an expert group of developmental psychologists to form a new Institute for Research in Child Development. The research carried out by this team informs the best practice guidelines being used in schools, hospitals, and social care environments.

This research is crucial if we are to establish new ways of enabling children facing challenges to be the very best that they can be.

We are currently seeking funds to support this research, with particular emphasis on developing our research expertise in the following areas:

- Asperger syndrome and Autism
- A new research partnership with Helen House



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A research led department.

Oxford Brookes University climbed up 13 places in the latest Research Assessment Exercise (RAE 2008).

What do Students Do!

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What do Students Do!



Teaching & Assessment

Teaching

You will be taught by a variety of methods:

- Lectures
- Seminars/practicals
- Tutorials
- Online
- You will be expected to learn independently

Assessment

You will be assessed using the following methods:

- 100% exams
- 100% coursework
- A mixture of exam and coursework
- Seminar presentations
- Dissertation, independent study, taught Honours modules

Recommended Study Time

Approx contact time per week per module

- 2-3 hours of lectures
- Further 1-2 hours practical or seminar
- Further 1 hour tutorial

Approx individual study time per module

- At least 5 hours per week
- 60 hours per module
- This is independent study time and *your* responsibility

Roughly speaking 4 modules a semester leads to an expected 40 hour working week!

First Year Psychology at Brookes

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- Foundations in
 - Experimental Psychology
 - Social Psychology
 - Developmental Psychology
- Introduction to Research Methods & Statistics
- Plus 4 other modules
 - Either from your other combination
 - Or from across the university

Training you to be a Psychologist (2nd/3rd year)

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- Psychology Core Knowledge Modules
 - (Social, Developmental, Cognitive, Biological, Individual Differences, Abnormal, Cross-Cultural etc)
- Strand of Methods and Lab Based Modules
 - Scientific Method, Experimental Design, Statistical Analysis, Report Writing etc..

Training you to be a Psychologist (3rd year)

- Leading to an independent research dissertation/project in 3rd year.
- Explore a problem/hypothesis
- Design a study to investigate
- Collect data
- Analyse, Interpret and discuss it...

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University Volunteering Service (STAX)





Psychology Society
Provides opportunities for students to attend events related to psychology, e.g., Grendon Prison.

STAX holds information for over 400 opportunities in the local community. Can help students to choose the right opportunity for themselves. Will then provide advice and ongoing support to volunteers.



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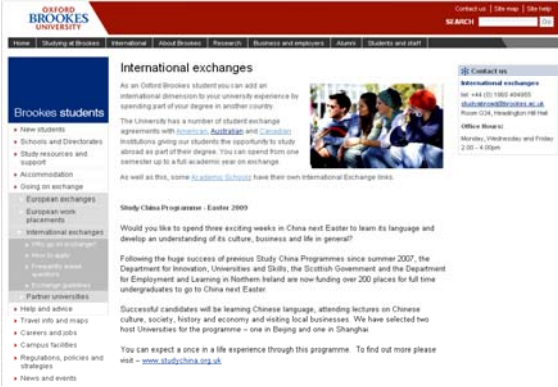
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Study Abroad

Psychology Students go on exchange each year.

2009/10 Semester 1:

- 2 Australia
- 1 USA
- 1 Canada





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So what do you learn about in psychology?

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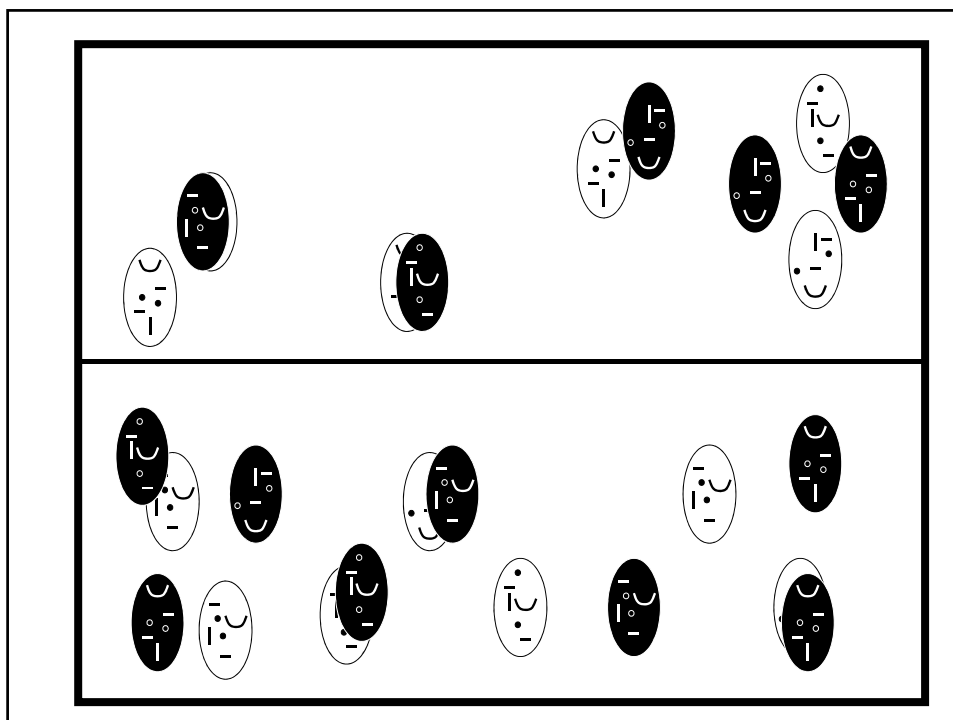
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Welcome to the Psychology Visit Day 12:45-13:45

Studies on Attention

- The animation you are about to see contains black and white ovals moving around the screen.
- Please pay attention to the white ovals and count the total number of times one of them crosses the centre line.
- Write down your best estimate of the total number of crosses.

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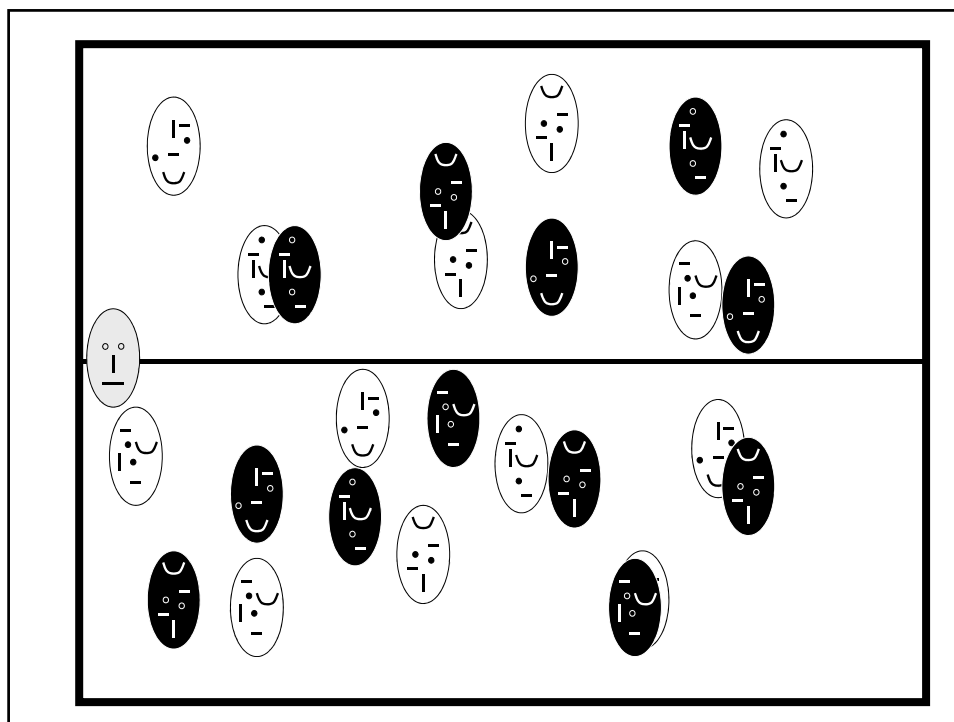


Welcome to the Psychology Visit Day 12:45-13:45

Studies on Attention

- For the next animation please pay attention to the black ovals and count the total number of times one of them crosses the centre line.
- Write down your best estimate of the total number of crosses.

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Welcome to the Psychology Visit Day 12:45-13:45

Inattention Blindness

Those animations were created by a third year undergraduate for her dissertation project.

Did you see anything unusual in either animation?

The hypothesis is that unhappy faces will be noticed more often.

Welcome to the Psychology Visit Day 12:45-13:45

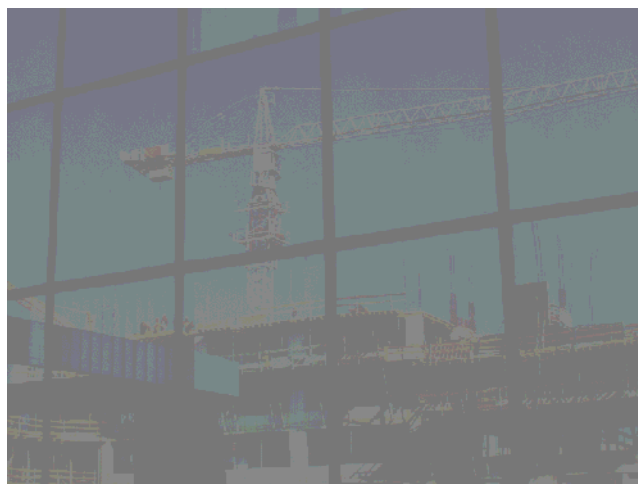
Change Blindness

- The following slides will show two pictures which will keep swapping.
- Something will be different between the two pictures.
- Pay close attention and try to spot the change.
- There will also be a timer on the screen
- When you spot the change, write down the number of seconds it took you.

Welcome to the Psychology Visit Day 12:45-13:45

Change Blindness

1



Welcome to the Psychology Visit Day 12:45-13:45

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Welcome to the Psychology Visit Day 12:45-13:45

Change Blindness

1



Welcome to the Psychology Visit Day 12:45-13:45

Change Blindness

- These animations were used by a group of second year students who wanted to look at the effects of age and contrast on change blindness.
- Their hypothesis and that older participants would find the black and white images particularly hard.
- They found that participants in their 40+ group were slower than those in their 18-25 group (approx mean 16 seconds compared with 10 seconds).
- They found no effect of colour and no interaction of colour with age.

Questions?