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TEACHING PHILOSOPHY/APPROACH

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I am passionate about providing all students with opportunities to use evidence-based self-management strategies to develop their potential to successfully pursue their personal and professional interests. Self-management is the ability to effectively pursue valued goals, and to be flexible in the face of setbacks (Cranney et al., 2016a,b). Evidence-based self-management is one aspect of psychological literacy, which is the capacity to apply psychological principles to meet personal, professional and societal needs (Cranney & Dunn, 2011). By better understanding themselves and others, and gaining discipline-specific capabilities, university students have great potential to contribute positively to local and global communities. To extend these opportunities to as many students as possible, I use online delivery where possible/appropriate (keeping in mind that, given that our success as a species is driven primarily by our ability to collaborate, the value of face-to-face contact cannot be underestimated). This future-oriented student-centered approach, and my commitment to evidence-based learning and teaching strategies, has long been at the core of my teaching philosophy. Importantly, my approach aligns with principles of learning that inform teaching (eg <https://teaching.unsw.edu.au/guidelines>; <http://www.guidelinesonlearning.com/>).

One of my primary goals as an educator is to equip and empower students to become psychologically and globally literate. Psychological literacy is the adaptive use of psychological knowledge to achieve personal and societal goals (Cranney & Dunn, 2011). Global literacy is the understanding of global interrelatedness, and the capacity to live, work and contribute positively as a member of global communities (Cranney et al., 2012). In a practical sense, psychological literacy is operationalized as the graduate attributes of a well-designed undergraduate psychology program (Cranney et al., 2009). In my own aspiration to be more psychologically literate, I intend to use the knowledge and tools of psychology to develop and enhance the next generation of psychologically literate citizens. As such, my goals as an educator are (a) to equip students with the skills necessary to become effective practitioners by means of both successful university achievement and lifelong learning, (b) to enhance and personalise students' learning experience through effective and innovative learning and teaching strategies, but also (c) to promote student well-being and thriving within the context of a global society, by giving students opportunities to develop evidence-based self-management strategies, part of psychological literacy. By building bridges between university life and students' 'other lives' through emphasising the development of self-management capacity and psychological literacy, students not only survive and thrive during their university program, but are also more likely to 'give back' to the university and the broader society both during (e.g., through mentoring programs) and after their program (e.g., through providing the next generation of students with work experience).

Essentially, I take a student-centred and evidence-based approach to teaching. In this approach, my role is as facilitator in a process in which students take responsibility for their own learning. For example, I guide students toward critically evaluating the material and each other's conceptualisation of that material. Also in this approach, the learning, teaching and assessment strategies I use are based on empirical evidence (including from my own

research, e.g., Vojdanoska et al., 2010) and are evaluated for their effectiveness (by student and peer evaluation and performance). Thus, my teaching is research-based—not only from the perspective of scholarly approaches to learning, but also from the perspective of bringing my own research into the classroom. This provides students with an authentic experience of the scientist-practitioner model, as they see how my research is brought to bear on their own experience.

For example, I align assessments and learning and teaching strategies with intended course objectives; this approach has been shown to lead to better student learning outcomes. Further, I use pre- and post-tests of student performance, which allows an evaluation of the extent to which learning outcomes have been achieved. I gather student and staff evaluations of the learning, teaching and assessment strategies employed in the courses, and this feedback has led to significant improvements in those strategies as assessed by subsequent evaluations. Consistent with my preferred taxonomy of learning, I integrate scaffolding strategies in and across my courses; for example, in first year courses the students undertake a group “article deconstruct” exercise, which provides them with a model of how successful research is undertaken, prior to designing their own study. I also integrate opportunities for reflection and practice in my courses. For example, in group work in first year psychology, we integrate formative and summative reflections on the group process. I employ authentic and relevant assessment strategies to enhance student engagement; for example, I have utilised a ‘ministerial brief’ writing exercise in advanced classes.

My approach to teaching reflects my high level of task orientation, whereby my planned actions are followed by reflection and improvement upon the outcomes of my actions. As such, I aspire to what has been termed the ‘scientist-educator’ approach to teaching (Bernstein, 2011). In psychology education, this involves utilising one’s psychological literacy to provide opportunities for students to acquire psychological literacy. My pedagogic commitment to the development of psychological literacy through courses and programs, to the application of the scientific method to determine effective strategies, and to the sharing of knowledge, strategies, and rewards of good teaching with like-minded colleagues, has evolved through structured developmental experiences in which I have engaged. I have actively sought to share the results of my evidence-based teaching expertise by leading a range of development activities inside and outside UNSW. My focus in these activities has been to foster a culture of exchange and to engender a greater sense of involvement and teaching innovation among colleagues. Increasingly, my leadership educational activities have involved providing other educators at UNSW, nationally and internationally with opportunities to acquire the knowledge, skills and attitudes to apply this approach. This is being achieved through my leadership in engaging networks of educators in re-examining the aims and learning outcomes of their programs, the subsequent sharing and disseminating innovative and effective learning, teaching and assessment strategies. The ultimate aim of all of these teaching and leadership activities is to enhance students’ success as individuals, as practitioners and as leaders in their local and global communities - that is, to become successful global citizens.

Where did this philosophy/approach come from, and how has it been enacted?

Apart from my long-term passion for class-room teaching in psychology, my initial interest in broader educational issues was sparked during my leadership in a review of research training at UNSW, which led to the development of the *UNSW Guidelines for Postgraduate Research*, and research training resources at University, Faculty and School levels. This work led to a Faculty Teaching Award, a Leadership Scholarship, and a UNSW Innovative Teaching and Educational Technology (**ITET**) Fellowship. The ITET Fellowship led me to innovate in my subsequent role as First-year Psychology Co-ordinator, where the quality of work was recognised by a UNSW Vice-Chancellor's Award for Teaching Excellence, a team Carrick Citation, a Carrick/ALTC Associate Fellowship and Discipline Initiative Grant. The latter two grants supported the delineation of national graduate capabilities for undergraduate (**UG**) psychology, and these were then integrated into the Australian Psychology Accreditation Council (**APAC**) standards. The funds also supported (a) a review of education and training models in psychology--information that was fed into the Australian Psychological Society (**APS**) National Psychology Education and Training Reference Group (of which I was a member), and (b) the establishment of the APS Psychology Education (**PsyEd**) Interest Group (co-convenor for 3 years). PsyEd has been active in (a) ensuring education-focused symposia and forums at APS conferences, and (b) promoting quality learning and teaching in diverse contexts. I was awarded the APS Distinguished Contribution to Education Award in recognition of these achievements. In 2008 I participated in the National Conference on UG Education in Psychology in the USA, which hot-housed Diane Halpern's edited "Blueprint" book on the future of UG psychology education in the USA. I was a member of the Chapter 1 team that developed the terms 'psychological literacy' and 'the psychologically literate citizen'—proposed primary outcomes of UG psychology education. I initiated a book (co-edited with Dana Dunn) to develop these concepts further. Initial chapters were presented at the 4th International Conference on Psychology Education (**ICOPE**) that I chaired at UNSW in July 2010. I then won an Australian Learning and Teaching Council (**ALTC/OLT**) National Teaching Fellowship, whereby I consulted widely regarding the aims of psychology UG education (eg 5 state capital meetings). Other aspects of the Fellowship included strengthening educator, student and alumni networks with the aim of achieving a higher quality educational outcome for all psychology graduates. I also convened transdisciplinary UNSW and national meetings to advance understanding of 'global literacy' as a general university graduate attribute (psychliteracy.com). In 2013-16, Annie Andrews and I completed an Office for Learning and Teaching (**OLT**)-funded project (unistudentsuccess.com) that developed curricular and extracurricular initiatives for building student self-management capacity. The curricular initiative was subsequently progressed by integrating self-management strategies into non-psychology courses, supported by a UNSW Teaching Fellowship (2015-16). Additionally, I have been involved in university (Academic Board), national (eg ALTF) and international (eg ICOPE) higher education organisations, usually in leadership roles, and this continues (e.g., current Co-chair of APS-DPRET). Further interests include global education, and Australian Indigenous perspectives in psychology, including most recently, the Australian Indigenous Psychology Education Project (<http://www.indigenoupsyched.org.au/>). I continue to: be recognized for excellence in education (eg VCATE 2014 with Sue Morris); be invited to give keynote addresses at education conferences (eg VICTOP 2017); review other universities' programs; and undertake SOTL.

My current and future focus is on the promotion of student-centered evidence-based educational practices, psychological literacy, self-management, global literacy, and support of Australian Indigenous perspectives in education. These foci are strongly aligned with globally relevant quality educational outcomes.

Summary of Primary Achievements and Interests in Education

Selected Fellowships and Awards

- University of New South Wales, Faculty of Life Sciences Teaching Award, 1999
- University of New South Wales Innovative Teaching and Educational Technology Fellowship, 2002
- UNSW Vice-Chancellor's Award for Teaching Excellence, 2005
- Carrick Associate Fellowship, 2006-2008
- UNSW University Women in Leadership Program, 2007
- Carrick Citation Award, 2007--with S.Morris, B.Spehar, & B.Newell
- Australian Psychological Society Distinguished Contribution to Education Award, 2008
- Australian Psychological Society Leadership Program, 2008
- Australian Learning and Teaching Council National Teaching Fellowship, 2010-2012
- UNSW Vice-Chancellor's Award for Teaching Excellence, 2014—with S.Morris
- UNSW Teaching Fellowship, 2015

Education Grants: \$1,139,198 external; \$461,000 internal. See *education-relevant in Grant section of CV.

Education Publications: See *education-relevant in Publications section of CV.

Educational Achievements (and Ongoing Interests)

- UNSW Academic Board education committee and working group contributions to quality education standards, research integrated learning, improving the student experience, assessment policy, and global education (2010-2016).
- Extensive consultation resulted in the delineation and integration of undergraduate graduate capabilities in the Australian Psychology Accreditation Council standards (2008-present) [<http://www.psychologycouncil.org.au/standards-and-guidelines/>]
- Psychological literacy is accepted as the primary outcome of undergraduate psychology education in Australia, the UK, and the USA (2008-present). [psychliteracy.com]
- Only international invitee to the USA (2008) and UK (2012) reviews of undergraduate psychology education.
- The Australian Indigenous Psychology Education Project. [<http://www.indigenouspsyched.org.au/>]
- Invited keynote addresses on psychological literacy and self-management (see Publications section).
- Delivered national symposia and workshops on student self-management and wellbeing, and on internationalisation of the curriculum (see Publications section).
- Self-management is increasingly recognized as a critical graduate capability for all university students. [unistudentsuccess.com; thefridge.org.au]

- Co-created UNSW and national communities of practice regarding: student self-management, success and wellbeing; global literacy; psychology education.
- Reviewing: OLT Grant Applications; *Psychology Learning and Teaching, Teaching and Learning Inquiry* (Editorial Boards); psychology programs in other Australian universities (not including accreditation visits).
- Research interests: Motivation; self-management; learning and memory; testing effect; SOTL.

Major Engagement and Leadership Activities in Education

UNSW Academic Board (2010-2016)

- Led the working group that wrote the Global Education Discussion Paper in 2012.
- Member of the Undergraduate Studies Committee, the Committee on Education, and the Academic Quality Committee.
- Contributed to working groups on Research Integrated Learning; UNSW 2025 Strategy.
- Member of Internal Panel that reviewed the 2011 Faculty Review of Learning and Teaching Reports submitted by each Faculty to L&T@UNSW.
- Member of the Academic Programs Review Committee, 2015-16.
- Outspoken on any issues relevant to student wellbeing, academic standards, and graduate capabilities.

Australian Learning and Teaching Fellows

- Co-led the formation of this group in 2011, during the closure of the Australian Learning and Teaching Council, and held the position of Vice-President (2011-2014).
- While vice-president, I co-led the annual ALTF Forums (eg National *ALTC Fellows Forum* on Academic Standards, 24-25/11/11); successfully applied for funding from ALTC and OLT to sustain the website (altf.org) and support the Forums; co-wrote submissions to Federal Government regarding higher education issues; produced ALTF publications (see Publications section).
- Organised a state-wide forum at UNSW in September 2010 which had two aims: dissemination of ALTC project outcomes and findings, and assistance to those interested in applying for ALTC funding.

Australian Psychological Society (APS) Science, Academia and Research Advisory Group (SARAG) and Division of Psychology Research Education and Training (DPRET) Forum

- Co-chair, DPRET (2017-).
- Chair, Teaching & Training Working Group (2012-2016).
- 2016 Congress Committee DPRET representative: Enabled forums on innovations in psychology education, the replication crisis, and research translation.
- Substantially contributed to the APS response to the 2016 proposed APAC standards.
- Contributed, with Simon Crowe, Frances Martin, and Sabine Hammond, to the National Curriculum for Psychology (2014)(<http://www.psychology.org.au/academic/teaching/>).
- Contributed to 4 meetings per year.
- Member of Awards Working Group (2010-2015); Member of the Awards Review Working Group (2015).

APS National Psychology Education and Training Reference Group (2008-2009, 2011)

- Contributed to discussions regarding models of education and training.
- Organised the APS PDAC UG Subcommittee submission to this Committee.

Australian Psychology Accreditation Council (APAC) Working Committee (AWC; 2010-2014); APS Program Development Advisory Committee (PDAC; 2007-2014)

- A member, and occasional leader of the AWC site visits (approximately 2/year): Academic Organisational Units, Undergraduate and Postgraduate programs.
- Attended AWC/PDAC meetings (approximately 5 per year).
- Contributed significantly to the creation of the 2010 standards (UG and PG), and to standards revisions prior to the 2016 version.

APS Presidential Initiative on the Future of Psychological Science (2011-2012)

- One of 8 invited participants on this national initiative. Appointed chair of the working group on “the effect of psychology on and outreach to the wider community”, which includes a reconsideration of the UG curriculum and the role of ***psychological literacy***.

APS Psychology Education Interest Group (2007-present)

- Significantly instrumental in creating the IG in 2007; was convenor for several years.
- Since then I have been an office-bearer, supporting others to take the lead.
- Helped ensure that the IG had symposia at every APS conference.
- Significantly contributed to the IG website (resources) and to newsletters.

Australian Indigenous Psychology Initiatives

- Supported Pat Dudgeon in the creation of AIPA (partly through the APS leadership program 2008).
- Member of the Australian Indigenous Psychology Education Project (***AIPEP***; 2013-16).

International Council of Psychology Educators (ICOPE)

- Chair of International Conference of Psychology Educators, 2010, UNSW (Keynotes: Diane Halpern, Annie Trapp, Sarlito Sawano, Victor Karandashev); I convened a symposium on psychological literacy.
- Inaugural President of the International Council of Psychology Educators, 2014-16.
- Organised ICOPE incorporation; now Public Officer and Secretary (supporting others to lead), 2016.
- Organised ICOPE symposia at the 2012 and 2016 International Congress of Psychology.

International Committee of the Society for Teaching of Psychology, Division 2, American Psychological Association

- Member (2011-), contributing to initiatives on internationalisation of the curriculum.

Summary of Current Teaching Activities

Major responsibilities:

PSYC1021 Introduction to Psychological Applications [specialist course for Bachelor of Psychology].

PSYC1031 Psychological Science of Resilience [science of self-management, success and wellbeing].

PSYC3011 Research and Applications in Psychology [capstone].

Contributions to other courses:

PSYC1001 Psychology 1A [Cultural Psychology: 2-3 lectures].

PSYC2061 Social and Developmental Psychology [Indigenous Perspectives in Psychology; 2 lectures].

Relevant Websites

Psychological Literacy: www.psychliteracy.com

University Student Success: www.unistudentsuccess.com

The Fridge Self-serve Self-management www.thefridge.org.au

Australian Indigenous Psychology Education Project: <http://www.indigenousspsyched.org.au/>

Australian Learning and Teaching Fellows: www.altf.org

APS Psychology Education Resources: <http://www.groups.psychology.org.au/PsyEd/resources/>

UNSW Profile: <http://www.psy.unsw.edu.au/contacts-people/academic-staff/associate-professor-jacquelyn-cranney>

Resilience and Psychological Literacy Lab: <http://www2.psy.unsw.edu.au/Users/JCranney/>

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