

ECPS4022 Skills for Success in Psychology

Week 4: Being Resilient

“When we are no longer able to change a situation, we are challenged to change ourselves.”

Viktor Frankl

Session 1 (1 Hour): Resilience, Mindset and Learning Agility

- **Session Aim**

- To help students develop resilience, adaptability and learning agility, whilst recognising that challenge and failure are normal parts of university learning.

What Does Resilience Actually Mean?

- Not giving up?
- Adapting to challenge
- Recovering from setbacks
- Learning from difficulty
- Maintaining wellbeing under pressure
- Seeking support appropriately

Why Do Students Experience Difficulty?

- Academic pressure
 - Managing independence
 - Balancing competing responsibilities
 - Financial pressures
 - Self-doubt
 - Imposter syndrome
-
- Struggling does not mean you do not belong at university or are on the wrong course of study.

Growth Mindset and Academic Resilience

- Productive struggle
 - Engaging with complex problems that are just beyond current capabilities
 - Be challenged but possess the tools and knowledge to find a path forward
 - Deepens resilience, promotes retention and understanding
- Unproductive struggle
 - Feel overwhelmed, high anxiety, because task is too far beyond current capabilities
- We scaffold, You solve

Growth Mindset and Academic Resilience

- Help-seeking behaviour (three types)
 - Adaptive help-seeking – makes genuine independent effort, identifies where stuck, ask for feedback to help master concept. Pairs growth mindset with sustaining productive struggle
 - Expedient help-seeking – asks directly for answer or gets someone else to complete task. Aims for completion over learning or comprehension
 - Avoidant help-seeking – needs help but refuses to ask for it until too late

From Week 1 Session 1

Learning Agility

- Future success depends less on what we know and more on our ability to learn.
- Adaptability
- Curiosity
- Openness to feedback
- Experimentation
- Reflection

Activity 1: Growth Through Challenge (15 mins)

1. **You are asked to read a text for one of your modules and you find it challenging and can't get your head around it.**
 1. What do you do?
 2. What should you do?
 3. If there is a difference between these two answers, what are you going to do to address this?

2. **You have a presentation due for one of your assessments in two weeks time. You don't like giving presentations and the thought of it fills you with dread.**
 1. What do you do?
 2. What should you do?
 3. If there is a difference between these two answers, what are you going to do to address this?

Activity 2: Personal Resilience Toolkit (20 mins)

- Identify your:
 - Support systems
 - Coping strategies
 - Study habits
 - Wellbeing practices
- Create a personal action plan for future challenges.
 - Why isn't this an MLA? Because this information can feed into your reflections for other MLAs

Session 2 (1 hr 30 mins): Working with feedback and building future success

- **Session Aim**
- To develop student understanding of feedback, feedforward, and the similarities and differences between formative and summative assessment.

There are times that you may fall short...

- Of our standards (failing an assessment/module)
- Of your own standards (a poorer mark than you would like/expect)
- This is not unusual
 - And does not mean that you are a bad student/cannot achieve your goals

Chapter 7 of the AQH: Assessment of Taught Programmes

7. ASSESSMENT: TAUGHT PROGRAMMES

7.1 Introduction

- (1) This chapter sets out the University's approach to the assessment of students on taught programmes of study and on the taught element of research programmes of study. The regulations and procedures described take into account the *UK Quality Code for Higher Education*; and the *UK Quality Code for Higher Education: Advice and Guidance: Assessment*. They are reviewed and, where appropriate, amended on an annual basis as part of the annual review of the Academic Quality Handbook.

7.2 Principles

- (1) Rigorous assessment procedures are essential for the maintenance of appropriate academic standards.
- (2) Assessment methods and criteria are aligned to learning outcomes and teaching activities.
- (3) Assessment is reliable, consistent, fair and valid.
- (4) Assessment design is approached holistically.
- (5) Assessment is inclusive and equitable.
- (6) Assessment is explicit and transparent.
- (7) Assessment and feedback is purposeful and supports the learning process.
- (8) Assessment is timely.
- (9) Assessment is efficient and manageable.
- (10) Students are supported and prepared for assessment.
- (11) Assessment encourages academic integrity.
- (12) Assessment is developed in line with the University's guidance documents, including those on Artificial Intelligence (AI).
- (13) Assessment methods and strategies are designed to motivate students by providing them with opportunities to review, demonstrate and consolidate what they have learnt at particular stages of their Programme of Study.
- (14) Students are provided with opportunities to experience a range of different kinds of assessment.
- (15) Feedback on assessment performance provides students with information on their strengths and weaknesses, with the aim of helping them to improve the quality of their knowledge, understanding and skills in a timely manner.

7.14(1)

For undergraduate programmes and the taught elements of postgraduate programmes, marking of students' work must be completed no later than 20 clear term-time working days after its submission and students must be provided with provisional feedback within the same time scale.

6.5.3.4 Failure and Retrieval

- (1) The maximum number of re-assessment attempts that can be allowed for any module will be two.
- (2) Normally, when a student has failed to complete a module on which they have used all of their attempts and the module is not eligible for condonement, the student will be required to withdraw from the programme.
- (3) A student will not normally be allowed more than one opportunity to repeat a level of study or the majority of a level of study, unless the repetition is not counted as an attempt due to Mitigating Circumstances. A student who fails to complete a level of study at the second

The following procedures shall normally be observed:

1. For students with 20 or fewer credits to retrieve:

- a) Any student with 20 or fewer credits to retrieve shall be offered re-work/re-sit opportunity/replacement module during the next term, to be considered at the next Exam Board.

2. For students with more than 20 credits to retrieve:

- a) Any student with more than 20 credits to retrieve shall normally be offered re-work/re-sit opportunity for a maximum of 40 credits during the next term, to be considered at the next Exam Board. Any outstanding credits shall be offered as re-

- (e) Where a student has failed modules worth more than 60 notional credits or, in circumstances where there are no further resit periods available, more than 20 notional credits at the end of their academic year, the student will normally be required to repeat the failed modules, except in cases where a student has failed all modules in a level. In such a case at the discretion of the Examining Board, the student may be required to withdraw from the programme, but may be eligible for an exit award. Notwithstanding



Compensatory Measures

- To remove barriers to education
- To ensure equity
- May be permanent/longstanding, or acute
 - Differentiated Deadlines/Alternative Assessment (arranged through Student Support)
 - Extenuating Circumstances (applied for to the University)

Re-sit/Re-work

- If you submit work and fail – re-work the failed piece of work for the assessment
- If you do not submit and fail (awarded zero) – re-sit a new piece of work for the assessment
 - We cannot give you the same question/task as the original submission because it has already been marked and returned to other students.
- The majority of students who fail/are withdrawn from their programmes do so because they fail to submit originally or fail to submit their re-work.

Feedback from Turnitin before you submit: The Draft to avoid unfair practice

7

Ethical Considerations

Ethical approval was granted by the University of Wales Trinity Saint David Research Ethics Committee prior to data collection. Participants read a digital

25

4. Emotion Regulation Questionnaire

Habitual emotion-regulation strategies were assessed using the 10-item Emotion Regulation Questionnaire (ERQ; Gross & John, 2003) (Appendix G). The ERQ measures two distinct strategies: cognitive reappraisal and expressive suppression.

consistent with Social Identity Theory (Tajfel & Turner, 1979), which suggests that individuals develop part of their self-concept from membership of valued social groups.



Why we don't use the Turnitin percentage for UP

Many people spend time reading books, watching films and television series, playing video games, or participating in online fan communities involving large-scale fictional worlds and franchises. While these activities are a common part of our everyday life, researchers are still developing an understanding of the experiences and motivations associated with engagement in fictional worlds.

Anonymous Submission

SHOWING 1 TO 10 OF 49 ENTRIES.

☐	First Name  / Last Name 	Submission Title 	Turnitin Paper ID 	Submitted 	Similarity 	Grade 	
	Anonymous Marking Enabled	--	--	--	--		-- 
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	Anonymous Marking Enabled	--	--	--	--		-- 
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Feedback and Feedforward using Turnitin

engagement with an on

ntly read narrative; for e

n engaged with the narr

scores were calculated

1), with higher mean sc

ncy was relatively low ($\alpha = .63$).

Assign Criterion

Hope to see this commented on in the Discussion

Convert to QuickMark

Feedback Summary

Voice Comment 0:00 / 3:00

Text Comment

Strengths

1. Well done on submitting a piece of work to the portal, you now know how to submit your work for future assessments.

Areas for improvement.

1. This is where I would be making suggestions about what you can do to improve on your work for this type of assessment next (feed forward).
2. Some of the points here would be useful across other types of assessment as well because they will not necessarily be modality-specific.
3. There will usually be three main points that we will identify.

Rubric

L4 Academic Skills

Lit Engage
Fail

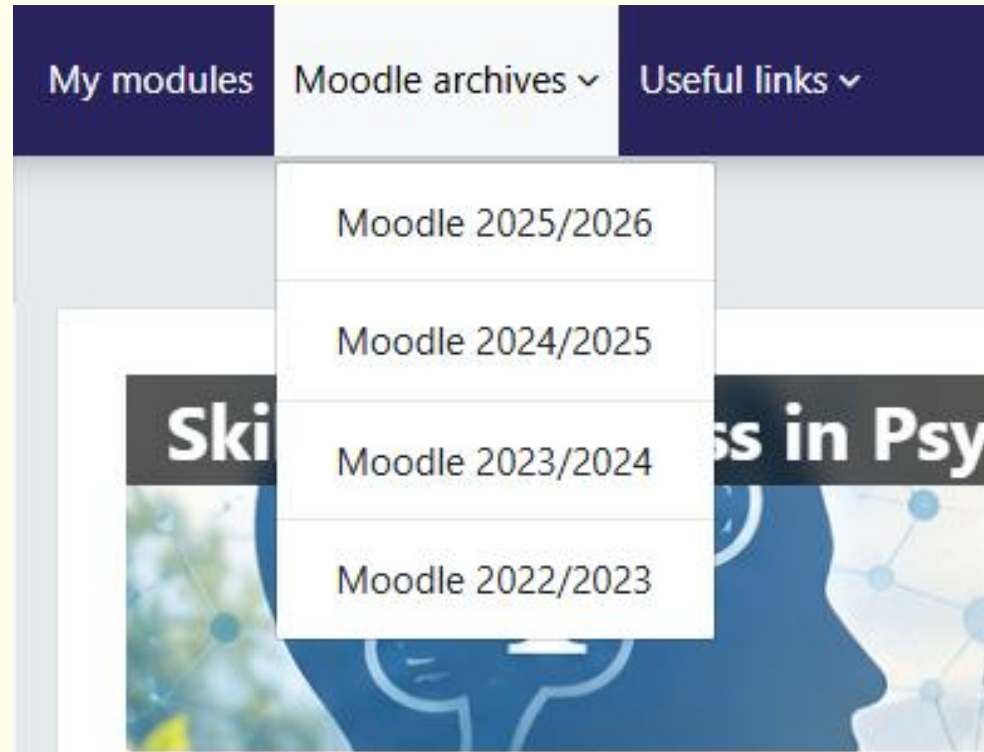
K&U
Good (2.2)

C&I
Very Good (2.1)

Prac Skill
Very Good (2.1)

Tran Skill
Excellent (1st)

The Archive



Activity 3: Working With Feedback (15 mins)

- Just because we provide students with feedback does not mean they will use it
 - What will be the strategies that you use to incorporate feedback and feedforward into your future work?

Session 3 (2 hours): Becoming a Reflective Psychology Student

- **Session Aim**
- To develop student understanding of what reflection is, how to critically reflect, and when it should be used.

What is 'reflection'?

- Not simply 'thinking about yourself'
- A deliberate mental process that examines:
 - What happened
 - How you felt
 - Why you reacted in the way that you did
 - What this might mean
 - What you might do differently next time

Used in many areas:

- Therapists
 - Reflect upon how a session with a client went and what could be done differently
- Teachers
 - Reflect upon a lesson plan – if good, how can it be used in other areas – if bad, how can it be improved
- Clinical/Child Psychologists
 - Reflect upon interactions and whether they could have been done differently to improve outcomes
- Everyone
 - How well did that go and is there anything I could do in the future to maintain or improve it?

Reflection is not easy...

- It involves looking at our own thoughts and behaviours
- Potentially identifying weaknesses in ourselves
- Potentially admitting to ourselves that we need to do something to improve

Critical reflection

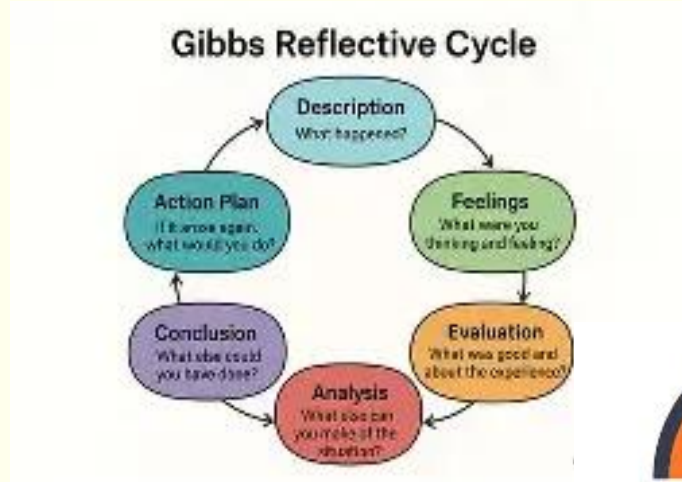
- Critical reflection goes beyond just thinking about yourself or an experience
 - Need to examine assumptions
 - Use theory and evidence to link to practice and behaviour
 - Identify implications

The difference...

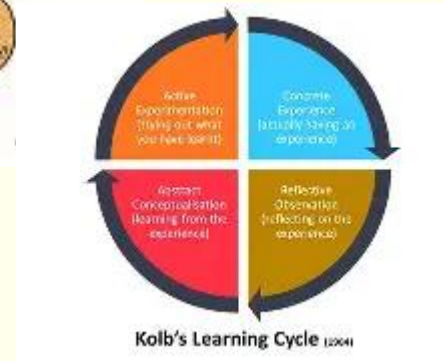
- **Ordinary reflection:** “What happened? How did I feel?”
- **Critical reflection:** “Why did I interpret it that way? What assumptions shaped my response? How might someone else see this? What does theory suggest? What should change next time?”

Models of Critical Reflection

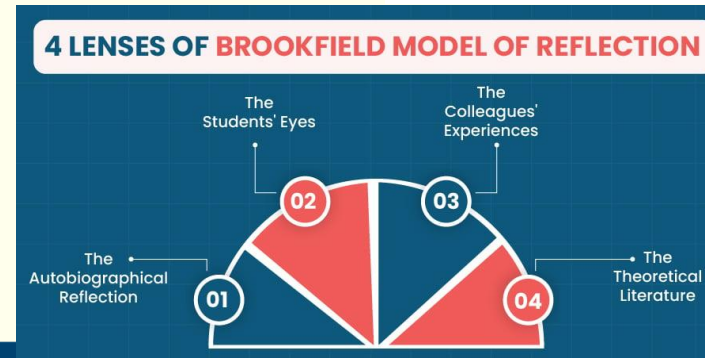
- Gibbs' Reflective Cycle



- Kolb's Experiential Learning Cycle



- Brookfield's Four Lenses



Critical Reflection Example:

- We asked you to complete a time and space audit
 - Simple reflection = think about your behaviours and actions
 - But how do you know that any changes that you make will be positive ones?
 - Critical reflection = use literature and research to consider your behaviour and actions
 - There is a paper on the topic of student time management in your Leganto Reading List
 - Can you use this (and/or others) to identify your behaviours and potential strategies for improvement?
 - Are your behaviours typical of other students?

Activity 4: Turning Reflection into Critical Reflection (1 hour)

- Identify one of the MLAs that contains a critical reflection element that you want to work on
- Carry out a search that identifies literature that can inform your potential actions in your reflection
- Turn your reflection into critical reflection

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Viktor Frankl