The seminar system replaces the tutorial system from last year.

The aim of seminars is to develop essential academic skills in reading and critically evaluating psychological papers, considering wider issues and applying knowledge appropriately.

Seminar preparation: For each seminar you will be provided with a paper and some study questions. It is essential that you read the paper and prepare answers to the questions before the seminar. It will be helpful to bring a copy of the paper and noted answers to the study questions with you to your seminar.

Seminar plans: Each module (other than PS2010) will have an associated seminar. Each seminar will consider paper(s) relevant to the course content. These papers will not be related to your coursework assignments for that module, but will be highly relevant to your understanding of the course and may be included in exam questions.

For single honours students, there are also two generic seminars per term. These will provide the opportunity for discussion of wider issues around psychology, which will be of benefit for your studies and academic work generally, across all modules.

Please note that seminars are not designed to be a ‘mini-lecture’ or provide advice on coursework assignments.

Timetable: You must attend your allocated seminar time, arranged at the start of term. Please see below for the seminar outline and where you will find all of the information you need for that seminar (including the seminar plan and preparation).

Attendance: Single honours students are required to attend all seminars. CrimPsy students are only required to attend seminars corresponding to the psychology courses they are enrolled in (i.e., you do not need to attend the generic seminars in weeks 3 and 11 of each term).

Attendance is compulsory. A register and notes on student preparation and contribution will be kept.

YEAR 2 TIMETABLE

<table>
<thead>
<tr>
<th>Term</th>
<th>Week</th>
<th>Seminar</th>
<th>Information available at</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>Current Issues</td>
<td>RHUL student intranet webpage</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>PS2080 Conceptual Issues</td>
<td>PS2080 moodle page</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>PS2050 Personality &amp; Individual differences</td>
<td>PS2050 moodle page</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>PS2021 Cognitive psychology</td>
<td>PS2021 moodle page</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Interdisciplinary</td>
<td>RHUL student intranet webpage</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Controversial Issues</td>
<td>RHUL student intranet webpage</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>PS2030 Social psychology</td>
<td>PS2030 moodle page</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>PS2061 Brain &amp; behaviour</td>
<td>PS2061 moodle page</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>PS2040 Developmental psychology</td>
<td>PS2040 moodle page</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Interdisciplinary</td>
<td>RHUL student intranet webpage</td>
</tr>
</tbody>
</table>
Current issues in psychology
Pre-seminar information and preparation

Seminar papers:

Weblink: 
http://ezproxy01.rhul.ac.uk/login?url=http://pss.sagepub.com/content/24/6/1007


Weblink: 
http://ezproxy01.rhul.ac.uk/login?url=http://pss.sagepub.com/content/25/5/1147


Weblink: 
http://ezproxy01.rhul.ac.uk/login?url=http://pss.sagepub.com/content/25/5/1150

How are these papers relevant to “current issues in psychology”? These papers demonstrate how ideas are communicated and debated by researchers. The three papers set for this seminar are (1) an original research paper about women’s menstrual cycle effects on voting behaviour (2) a response to this paper and (3) a reply to the by the original authors. You will be asked to think critically about the original research paper, as well as the two responses.

Pre-seminar preparation:
Read the three papers and answer the following three study questions:
1. In response to the original paper, do you think the critical points raised by Harris & Mickes (2014) are valid?
   a. Are there other remaining issues you can think of that they did not pick up on?
2. In their subsequent response, do Durante, Rae & Griskevicius (2014) deal well with the points raised?
3. What kind of study do you think should be run next to resolve the issues?
This seminar considered how ideas are communicated and debated by researchers. You were asked to read an original research paper and subsequent responses to this by other researchers, as well as the original paper’s authors.

**Key ‘take-home’ points from the seminar:**

Each seminar group identified some key points that they were taking away from the discussion. These included:

- **Think critically** - It is essential to take a critical perspective when reading published research. This includes considering carefully the theoretical perspective, methodology (e.g., measuring of constructs), data, and interpretation of data and results.

- **Importance of replication** - replication of studies is important in determining the validity of results.

- **Variability in interpretation** - Different interpretations of the same research was demonstrated between the two research author groups. Different researchers can have very different theoretical approaches in an area and this can result in different interpretations of the same research.

- **Scientific Communication** - Response articles do not always (i) address all of the issues raised from an original research paper, (ii) change the conclusions of the original research paper, or (ii) lead to reaching a new conclusion. Some groups were not convinced of the effects of ovulation on political attitudes and voting preferences after having read the three papers.