



the british  
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# Advice on open evenings

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# Purpose of open evenings

Open evenings may not reflect day to day life in your psychology department but they'll give students and their parents a flavour of what studying psychology involves, how you as teachers inspire, engage, nurture and support students through their A Level psychology course.

They provide opportunities for prospective parents and students to find out what studying psychology can offer them in terms of understanding, skills, results and careers.

Parents will want to know about assessment, reviews, support, enrichment, stretch and challenge for the more able.

Students will want to know 'What other psychology students are like? Will I fit in? Will I enjoy lessons or will they be boring? What actual topics will I study? What subjects go together (possible and preferable)? How easy is it to get extra help if it's difficult? Will I like the teacher?'

For the department and teachers in the department, open evenings provide a chance to ensure students have realistic expectations

of their psychology course. You may need to attract more students to ensure the course is viable or be selective because psychology is very popular. But, whatever your aim, making sure psychology is right for the student should be your primary objective.

Staff need to make sure both parents and students are aware of the demands in relation to:

reading texts and reports on investigations,

analysing and evaluating different, often conflicting, theories and research evidence,

using evidence to support or to refute a line of argument

writing coherent, well-structured answers to examination questions,

carrying out practical investigations including data analysis,

interpreting and applying knowledge.

## PREPARATION

Ensure all staff are briefed on key points relating to results from previous cohorts, facilities and resources and enrichment opportunities, minimum requirements such as GCSE grades in Math, English, Science

and can explain why those requirements have been set for psychology. Students who are helping during open evenings need to be briefed as well.

## POSSIBLE RESOURCES

### OPEN EVENING POWERPOINT TEMPLATE

The [PowerPoint template](#) provides some ready-made slides and some that you could customise for your school.

**Video of interviews** with current students to ensure students have realistic expectations.

Possible questions for the interview(s) are included on PowerPoint slide 16. The interview video(s) can be inserted in PowerPoint slide 16 or shown separately.

**Video of a psychology lesson.** This can be inserted into the PowerPoint slide 17, or shown separately.

Remember that for the videos you will need to obtain relevant permissions and your in-house consent form may need to be adapted.

## DISPLAYS

Ensure your displays are sorted so that classrooms and corridors are presentable and communicate the ethos of the department.

Below is a list of some of the resources/posters that you can download from [here](#).

- What is psychology
- Why study psychology
- Psychology skills
- Myths about studying psychology
- Psychology myths
- BPS careers posters

## ACTIVITIES

Set up some fun activities that students can participate in. This is where you'll need a reliable and well-briefed team of student helpers.

Choose activities that are engaging and accessible and can be completed in a short space of time with minimal instruction.

Activities need to be reliable in terms of outcome and materials need to be robust so that they can be run unsupervised or with minimum supervision by current students, leaving teaching staff to chat with parents.

The [Teachers' Toolkit](#) has ideas and resources for activities, these include:

## EVALUATION

You might want to evaluate your open evening to assess effectiveness of the resources. If you are doing a virtual evening it would be useful to check the satisfaction of prospective

- False memory
- Schema theory
- Stroop effect
- Mirror drawing
- Colour and taste perception

## OTHER INTERESTING ACTIVITIES

### Delboeuf illusion

[Interactive Delboeuf illusion.](#)

[Application of Delboeuf illusion.](#)

McClain, A.D. et al. (2014). Visual illusions and plate design: The effects of plate rim widths and rim coloring on perceived food portion size. *International Journal of Obesity*, 38, 657–662.

### Muller Lyer illusion

[Interactive Muller Lyer illusion.](#)

Applications of Muller Lyer illusion:

[Creating motion.](#)

[Test Your Awareness: Do the test.](#)

[Test Your Awareness: Whodunnit?](#)

[Fashion design.](#)

Morikawa, K. (2003). An application of the Muller-Lyer Illusion. *Perception*, 32, 121–123.

### The Thatcher illusion

[Interactive Thatcher illusion.](#)

[Application of face perception when wearing a coronavirus mask.](#)

### Interactive Stroop test

[Different types of illusion](#) e.g. Grey strawberries

A Level students and their parents with the virtual experience.



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