Chapter 1 : The Psychology of Literacy â€" Sylvia Scribner, Michael Cole | Harvard University Press

This book is quite a unique contribution to language, literacy, linguistics, and cognitive psychology as it addresses such themes. The Vai people (African: near Sierra Leone and Liberia) in this "Vai Project" were subjects in the testing of linguistic theory pertaining to literacy - and its development in society.

The creation of these standards has followed the example of the Information Literacy Standards for Anthropology and Sociology Students in two important ways: The American Psychological Association APA lists 54 divisions of psychology ranging from experimental psychology to educational psychology to psychotherapy. While each of these areas has specific needs, they all adhere to the same principles of research ethics. For this reason we have also considered those portions of the APA Guidelines for the Undergraduate Psychology Major that are relevant to information literacy. These guidelines express the underpinnings of undergraduate psychology common to all areas. In addition, the creation of the ACRL Psychology Information Literacy Standards included examining the research of librarians who provide instruction for psychology and elicited feedback from psychology faculty to help provide specific performance indicators and outcomes. This includes the identification of relevant information resources. Help psychology liaison librarians and psychology faculty design the content of information literacy instruction for students in psychology. Make possible an evaluation of the information literacy skills of psychology students by delineating competencies that should be assessed. Encourage psychology liaison librarian and psychology faculty collaboration in the teaching of information literacy as a component of research methods in psychology Thaxton, Faccioli, and Mosby, Defines and articulates the need for information. Identifies and articulates a topic of interest. Determines with psychology faculty whether research, diagnostics, practice guidelines, statistics, or other types of information are needed. Understands basic research methods and scholarly communication patterns in psychology necessary to select relevant resources. Understands the traditional production flow of scholarly communication in psychology from primary to secondary sources. Understands basic research methods in psychology research, including research design, data analysis, and interpretation. Distinguishes between an empirical study and a literature review. Understands the role of peer review in journal articles. Understands the difference between a peer reviewed article and an article selected by an editor. Understands the expanding role of the Web in scholarly communication for selecting appropriate Web sources. Understands the principles of privacy, confidentiality, and other ethical issues related to research methodology in psychology. Recognizes the difference between scholarly research and popular sources of information. Understands the costs and benefits of acquiring the needed information. Understands that scholarly material can be obtained beyond local library holdings. Defines a realistic overall plan and timeline to acquire and analyze the needed information. Consults with librarians before paying for information and recognizes that different institutions throughout the world offer different sources for fee-based information. Selects the most appropriate sources for accessing the needed information. Identifies and selects appropriate sources for locating relevant books. Identifies and selects appropriate article databases. Recognizes the difference between discipline-specific databases and aggregate databases when using library resources. Incorporates relevant Web search engines and government sources into scholarly research. Consults additional resources with cross-cultural, international, or interdisciplinary content when appropriate. Constructs and implements effectively-designed search strategies. Uses appropriate psychological terminology for searching databases, recognizing the different effects of using keywords, synonyms, and controlled vocabulary from the database. Creates and uses effective search strategies in relevant databases using advanced search features, such as Boolean operators, truncation, and proximity searches. Retrieves scholarly journals, books, and sources appropriate to the inquiry. Understands how to retrieve online journal articles and how to locate journals in the periodical stacks. Seeks out knowledgeable individuals in the library and academic department as part of the search plan. Makes appointment with the library psychology subject specialist. Assesses results to ascertain if there are information gaps and revises or expands search strategy as necessary. Effectively organizes and credits information sources. Identifies and systematically records all relevant citation information for future use.

Produces accurate citations and reference lists using the most current documentation style of the American Psychological Association. Demonstrates respect for intellectual property rights by accurately giving credit to the words and ideas of others. Summarizes the main ideas to be extracted from the information gathered and synthesizes to construct new ideas. Selects the main ideas from resources and paraphrases or identifies verbatim material to be quoted. Recognizes interrelationships between research results and psychological theories and combines information to produce new ideas with supporting evidence. Indicates that research supports or contradicts a psychological theory. Combines critical and creative thinking, implementing the scientific approach to solve problems related to behavior and mental processes. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias. Compares results from a traditional literature review and a meta-analysis. Recognizes the strengths and weaknesses of different research methods. Understands the difference between quantitative and qualitative research. Understands the need to weigh the evidence and tolerate ambiguity. Understands what constitutes valid evidence and recognizes prejudice, deception, bias, or manipulation. Understands how to recognize or apply the correct statistical tools for a problem. Recognizes, understands, and respects the complexity of socio-cultural and international diversity. Compares the concept of intelligence cross-culturally. Understands the political and social issues of censorship and freedom of speech as they relate to psychological research. Understands the political implications of research examining gender, ethnic, or racial differences. Compares new information with prior knowledge to determine its value, contradictions, or other unique characteristics. Demonstrates familiarity with the relevant concepts, theoretical perspectives, empirical findings, and historic trends in psychology. Documents the information seeking process to explain and evaluate the new information gathered. Evaluates the information collected by comparing it with other sources and current theoretical knowledge; considering such things as the limitations of the research instruments and samples available for study. Student interested in rural mental health care notices that most articles deal with urban mental health care. Draws conclusions based upon information gathered and integrates new information with previous information. Seeks expert opinion from instructor or other subject specialist to validate the research results and interpretation of the information. Extends information query based on new information when necessary. Student expands search on therapeutic tools to include virtual reality therapy after finding a citation discussing this new area. Outlines future research suggested by new information. Applies new and prior information to the planning and creation of a particular project, paper, or presentation. Organizes the content in a manner that supports the purposes and format of the product. Creates a draft or an outline on new treatments for Asperger Syndrome. Integrates the new and prior information, including quotations and paraphrasing with relevant citations to authors of original ideas and information; includes reference section. Correctly cites sources using APA format. Accurately represents team member contributions in collaborative projects. Communicates the product effectively to others. Chooses a communication medium and format that best supports the purposes of the product or presentation and the intended audience. Prepares a poster on effects of ethics on classroom behavior for a regional conference. Uses appropriate information technology applications in creating the product or presentation. Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material and posts permission granted notices as needed. References Association of College and Research Libraries. Information literacy standards for higher education. Information literacy standards for anthropology and sociology students. Library instruction for psychology majors: Teaching of Psychology, 19 1 , Leveraging collaboration for information literacy in psychology. Reference Services Review, 32, Ethical principles of psychologists and codes of conduct. American Psychologist, 57, Science as a core competency. Journal of Clinical Psychology. Teaching the practical research course. Teaching of Psychology, 13, Assessment of outcome-focused library instruction in psychology. Journal of Instructional Psychology, 24 1 , Suntanning as a risky behavio u r: Information literacy for research methods in psychology. A casebook of applications.

Chapter 2 : What is LITERACY? definition of LITERACY (Psychology Dictionary)

Psychological literacy includes possessing a well-defined and expansive disciplinary vocabulary, just as it entails basic knowledge of the critical subject matter found in contemporary psychology.

We invite YOU to contribute to this website by suggesting additional material email one of the major contributors--see bottom banner. What is psychological literacy? Put simply, it is the intentional application of psychological science to meet personal, professional, and societal goals. For example, what we know about psychology can be used to: We are in the privileged position of being able to choose to utilise strategies that we know will improve our chances of achieving the goals of living a purposeful and fulfilling life. In doing so, we need to consider how we can also improve the chances of our fellow human beings achieving the same ends—simply because our capacity to adapt and survive as a species is very much dependent on our social nature. Psychology education is one arena in which this perspective can be shared and experienced. That is, we strongly believe that psychological literacy is THE most important literacy for the Twenty-first Century, and that psychological literacy should be the primary outcome of undergraduate psychology education. See the Concepts section for further information. Examples of applications beyond the ivory tower are contained in the Resources section. Concepts related to psychological literacy, such as global literacy, resilience and self-management, are introduced in the Concepts section. The News Feed provides a catalogue of media reporting, publication releases and events relevant to the concept. Here we provide links to video examples of psychological science being applied in real-world situations. If you intentionally utilise this information in your life, you would be displaying psychological literacy. The secret behind this prediction is that by the magician telling you how many moves you can make, he knows which squares you will not end up on based on odd-even mathematical calculations , and omits one after each move. In doing so, he guides you to end up on the final square, which due to your sense of control by picking your moves , will appear as though he has read your mind. In any similar situation e. Click here to see how The Prediction actually works. Social Conformity Social conformity refers to individuals matching their attitudes, beliefs, and behaviours to what would be considered the norm of a particular social group or society. Showing how people conform can be fun, as in this video, and conformity is also positive in many ways as it is necessary for society to function effectively e. Failure to conform can result in negative consequences for an individual, such as being socially rejected. Awareness of when you are conforming, at least on critical issues, is important as you may otherwise find yourself agreeing on things or behaving in ways that you would not like. Deciding on whether and how to act is something that also needs to be considered for each situation. For example, imagine you and five others witness a crime; however, the five other witnesses select the wrong offender from a line-up. Would you go with your hunch or theirs? Bystander Effect The bystander effect refers to the phenomenon whereby individuals do not offer help to a victim in an emergency situation when other people are present. Counter-intuitively it would be thought that the more individuals present would increase the amount of help offered. Understanding how most people behave in an emergency can empower you to behave in ways that have a significant positive outcome in an emergency. The effect is due to selective attention, whereby we can think of attention as a spotlight or a zoom-lens whereby what we focus on is what is consciously recalled the cards , however, the periphery of our attention does not readily enter into conscious experience. Knowing that not everything that we perceive is an accurate depiction of the environment can help us understand where and how our perception fails, and when it may be important for us to ensure that certain events have the focus of our attention e.

Chapter 3 : Psychological Literacy

The Psychology of Literacy promises to stand for a long time as a model for cross-cultural research and as a mile stone in the study of literacy and its effects. Permalink Find at a LibraryÂ» Cite This BookÂ».

List of countries by literacy rate Illiteracy is most prevalent in developing countries. Within ethnically homogeneous regions, literacy rates can vary widely from country or region to region. Literacy and the Industrial Revolution Edit Graph of declining illiteracy rates world-wide from to The history of literacy goes back several thousand years, but before the industrial revolution finally made cheap paper and cheap books available to all classes in industrialized countries in the mid-nineteenth century, only a small percentage of the population in these countries were literate. Up until that point, materials associated with literacy were prohibitively expensive for people other than wealthy individuals and institutions. Only in was government-financed public education made available in England. What constitutes literacy has changed throughout history. It has only recently become expected and desirable to be fully literate and demeaning if you are not. At one time, a literate person was one who could sign his or her name. At other points, literacy was measured by the ability to read the Bible. The benefit of clergy in common law systems became dependent on reading a particular passage. Literacy has also been used as a way to sort populations and control who has access to power. In the United States following the Civil War, the ability to read and write was used to determine whether one had the right to vote. This effectively served to prevent former slaves from joining the electorate and maintained the status quo. From another perspective, the historian Harvey Graff has argued that the introduction of mass schooling was in part an effort to control the type of literacy that the working class had access to. That is, literacy learning was increasing outside of formal settings such as schools and this uncontrolled, potentially critical reading could lead to increased radicalization of the populace. Mass schooling was meant to temper and control literacy, not spread it. Examples of highly literate cultures in the past Edit The slow spread of literacy in the ancient world. The dark blue areas were literate at around BCE. The dark green areas were literate at around BCE. The light green areas were literate at around BCE. Note that other Asian societies were literate at these times, but they are not included on this map. Note also that even in the colored regions, functional literacy was usually restricted to a handful of ruling elite. The existence of secular and religious texts as well as references to great metaphysical debates including reading and writing contests in those texts from the Indian subcontinent South Asia points to a highly, perhaps selectively, literate culture there as far back as five to eight thousand years ago. Some major Hindu texts and other discourses contesting them are supposed to be eight thousand years old. The large amount of graffiti found at Roman sites such as Pompeii, shows that at least a large minority of the population would have been literate. In Islamic edict or Fatwa , to be literate is an individual religious obligation, not a privilege given to a few in the society. In the middle ages, literacy rates among Jews in Europe were much higher than in the surrounding Christian populations. Most Jewish males learned to read and write Hebrew, at least. Judaism places great importance on the study of holy texts, the Tanakh and the Talmud. In Wales, the literacy rate rocketed during the 18th Century, when Griffith Jones ran a system of circulating schools, with the aim of enabling everyone to read the Bible in Welsh. It is claimed that, in , Wales had the highest literacy rate of any country in the world. Historically, the literacy rate has also been high in the Lutheran countries of Northern Europe. Already in the church law kyrkolagen of the Kingdom of Sweden which at the time included all of modern Sweden, Finland , and Estonia literacy was enforced on the people and a hundred years later, by the end of the 18th century, the literacy rate was close to percent. Even before the law, literacy was widespread in Sweden. However, the ability to read did not automatically imply ability to write, and as late as the 19th century many Swedes, especially women, could not write. This proves even more difficult, because many literary historians measure literacy rates based on the ability that people had to sign their own names. Teaching literacy Edit Some people argue that one of the most effective methods of teaching literacy involves direct instruction of simplified phonetic systems. Others, however, argue that a more holistic method modelled after the way language is acquired is the most effective for teaching literacy. This disagreement has been termed "the reading wars" and

is most evident in the pressures placed on schools to use commodified, pre-packaged basal series and literacy programs to teach their children. In English , for example, the Distar system, developed by the RAND Corporation , has been adapted into a simple literacy instruction manual "Teach your Child to Read in Lessons " that permits an adult to teach a child by simply reading and following instructions. A computer program is even available that uses a similar system, but directly pronounces and tests the lessons, eliminating the need for a literate adult. Comprehensive phonic programs exist, based on such systems as the Orton phonogram system , which was invented to teach brain-damaged veterans to read again. Using the 73 Orton phonograms and 14 spelling rules, 50, English words can be accurately pronounced and spelled, with only 23 exceptional words. Such systems provide students with powerful basic language skills. A key technique in many comprehensive phonic systems is a spelling copybook, a sort of personal dictionary in which a student keeps a personal alphabetized list of words for review. The copybook usually shows how the word is pronounced, accented and syllabalized, and how standard spelling rules are invoked to determine its conventional spelling. Many educators today are changing practices of literacy instruction to reflect new knowledge about teaching and learning. A balanced approach to literacy instruction combines language and literature-rich activities associated with holistic reading instruction with the explicit teaching of skills as needed to develop the fluency and comprehension that proficient readers possess. Such instruction stresses the love of language, gaining meaning from print, and instruction of phonics in context. The Balanced Literacy approach to reading instruction incorporates many reading strategies in order to meet the varying needs of all students. Some of the components of the approach include phonemic awareness and phonics instruction, reading aloud to children, independent reading, guided reading, shared reading and literacy centers for independent practice. The conditions for whether one has achieved a certain state of "literacy" differ depends on who is defining the standard and why. For one attempt to define a standard of literacy, see [1]. The higher the level of literacy a person has, the more they are able to earn. You can see a graph showing this relationship at The Phonics Page. Literacy readiness Edit It is well-established that children become able to "blend sounds" at different ages. According the National Reading Panel, reading readiness must be preceded by phonemic awareness, or the ability of the child to hear that words are made up of different phonemes or sounds. For example, cat is made up of three phonemes: Following phonemic awareness is that of graphophonemics or letter-sound correspondence. Through direct instruction, the child learns to make the connection between phonemes and letters. Finally, the child is taught Phonics, which is the blending of letters to make particular sounds such as the "th. Some advocate a delayed, but more rapid acquisition of reading by means of phonetics, while some advocate early acquisition of a basic vocabulary through a "see and say" method. The "see and say" method has fallen out of favor during the past several decades. The Dick and Jane series popular until the late s in the United States was based on the "see and say" system. See and say methods are said to increase the word acquisition rate and reading speed of many students. The problem with phonetics is that it does not address the issue of comprehension. Comprehension instruction must include attention to fluency, vocabulary, and the activation of prior knowledge. While young children often require several hundred hours of instruction, spread over much of a year, motivated adults using a good instructional method can often acquire basic literacy with forty or fewer hours of instruction. This is most likely related to the wealth of contextual knowledge adults bring with them allowing them to make connections that young children are not yet able to do. Steiner schools, that follow the teachings of Rudolf Steiner , do not introduce children to literacy until the age of seven, arguing that children are too young to learn to read before this age. Illiteracy Edit Many have been concerned about the illiteracy in the world population, despite the fact that literacy rates have increased steadily over the past few decades, especially in the third world. Third world nations which adopted Marxist ideology China , Cuba , and Vietnam , for example , experienced some of the most dramatic growth of literacy, approaching Canadian and European rates. The United Nations defines illiteracy as the inability to read and write a simple sentence in any language. The United States Edit In the United States, one in seven people more than 40 million people can barely read a job offer or utility bill, which arguably makes them functionally illiterate in a developed country such as the US. More than half of these persons did not have a high-school diploma or GED. Thirty-nine percent of persons at this level were Hispanic ; 20 percent were black ; and 37 percent were

white. According to the National Center for Education Statistics , "results showed that the average quantitative literacy scores of adults increased 8 points between and , though average prose and document literacy did not differ significantly from Among blacks, average prose literacy scores increased by 6 points and average document literacy scores rose by eight points between and The average prose literacy scores of Hispanics fell 18 points from to , while average document literacy scores decreased by 14 points. Average prose and document literacy scores among whites did not change significantly. United Kingdom Edit Seven million UK residents are functionally illiterate, according to government figures. Another problem in the developed countries is the rise of secondary and tertiary illiteracy in recent years, i. Some have suggested that the higher the literacy rate of a country, generally the longer the life span, although critics have argued that this is a Post hoc fallacy. Literacy does aid the provision of healthcare in a number of very practical ways such as the ability to read prescriptions and understand medical diagnoses are two examples of this. Literacy in the 21st century.

Chapter 4 : Psychological literacy: proceed with caution, construction ahead

Psychology Definition of LITERACY: is the ability and proficiency to read and write in the individuals mother tongue.

Abstract Psychological literacy is the ethical application of psychological skills and knowledge. This could benefit individuals in their personal, occupational, and civic lives and subsequently benefit society as a whole. We know that psychology has a wide-ranging impact on society. The potential benefits of a psychologically literate citizenry in improved parenting, better business practices, enlightened legislation, and many other areas make this a desirable goal. It has been proposed that this should become the primary goal of an undergraduate psychology education to benefit the majority who do not go on to graduate school and even those who only take a few psychology courses. This idea has significant merit and warrants further investigation and development. However, there are major concerns that need to be addressed. First, what are uniquely psychological skills and knowledge? Many of the skills psychology undergraduates acquire are generic to university and not specific to psychology. Second, psychology can be as harmful when misapplied as it can be beneficial when ethically applied. Third, psychology departments will need to address pragmatic as well as ethical issues, including issues of competency, boundaries, accountability, and confidentiality. Fourth, the available empirical evidence to direct such efforts is primarily at the anecdotal, case example, and pilot study stages. Significant improvements are needed in measuring psychological literacy, choice of outcome measures, and research methodologies before these advantages can be realized in an empirically supported manner. Currently, best practices in the undergraduate curriculum are the mindful and purposeful design of courses and experiential opportunities. It is proposed that psychological literacy is best conceptualized as a meta-literacy and that it should become a goal of psychology undergraduate education but not necessarily the goal.
It is now being proposed that psychological literacy should be the primary goal of a baccalaureate degree in psychology. There is evidence for a pervasive and profound impact of psychology on society. Sport psychologists enhance performance and personal well-being. The benefits of psychological knowledge and skills for individuals can be found in the successful outcomes of parent training programs, the human potential movement, and its successor, positive psychology. Recent systematic evaluation of the connection between disciplines has established psychology as a hub science â€" a scientific field of study that intersects with and informs multiple other fields. The psychological literacy concept involves raising the impact of psychology through nonprofessionals and more specifically baccalaureate psychology students. There are also numerous examples where a lack of psychological literacy is problematic. There are concerns that some professionals who provide mental health services lack sufficient psychological literacy, including family doctors, 11 â€" 13 nurses, 12 , 14 and social workers. Inaccurate and misguided psychological knowledge may be worse than a lack of psychological literacy. The impact of increased individual psychological literacy is potentially societal changing but currently is largely anecdotal. The concept of psychological literacy, at least by that term, rarely appears outside of the psychology literature. One excellent exception is James 23 who sees the benefits of psychological literacy for lawyers both professionally and personally, calling for the integration of psychological literacy into law curriculums. Similarly, Scherger 24 and van den Heuvel et al 25 call for medicine to integrate psychologists more fully into the health care system. A psychological, social, and biological foundations module was recently added to the Medical College Admission Test. Definitional and conceptual issues What is psychological literacy exactly? As a discipline and a profession, we need to answer the question: What makes psychology unique? In many jurisdictions, psychology has no exclusive scope of practice for this very reason. Boneau 27 equated psychological literacy with mastery of the core vocabulary of the discipline. However, literacy has evolved to mean the skills associated with learning and their application in context, not just the content. Understanding the basic concepts and principles of psychology Thinking critically.

A variety of graphic systems have been developed for preserving and communicating information, among them pictures, charts, graphs, flags, tartans and hallmarks.

Abstract Psychological literacy, the ability to apply psychological knowledge to personal, family, occupational, community and societal challenges, is promoted as the primary outcome of an undergraduate education in psychology. As the concept of psychological literacy becomes increasingly adopted as the core business of undergraduate psychology training courses world-wide, there is urgent need for the construct to be accurately measured so that student and institutional level progress can be assessed and monitored. Key to the measurement of psychological literacy is determining the underlying factor-structure of psychological literacy. In this paper we provide a first approximation of the measurement of psychological literacy by identifying and evaluating self-report measures for psychological literacy. Single and multi-item measures of each dimension were weakly to moderately correlated. Exploratory and confirmatory factor analyses of multi-item measures indicated a higher order three factor solution best represented the construct of psychological literacy. The three factors were reflective processes, generic graduate attributes, and psychology as a helping profession.
One particular difficulty for the discipline of psychology is that unlike graduates of other health professions e. This is likely to be contributing to reports from students of psychology that career pathways are not clear Taylor et al. Within this context two key constructs in psychology have emerged, the concepts of psychological literacy and the psychologically literate citizen. He did not specifically define psychological literacy, but referred to his list as a first approximation of psychological literacy, implying that a crucial element of psychological literacy was knowledge of the key terms and concepts. Interest in the core concepts and accurate premises and understanding of psychology had actually been present in the literature since the mids, with the emergence of psychological misconceptions research which could be viewed as a precursor to the more complex and detailed analysis of the construct of psychological literacy that is now emerging. There were scattered pieces of research on myths and misconceptions in psychology up until the influential work of Vaughan who developed the Test of Common Beliefs TCB. This led to an increase in research on misconceptions in psychology which has continued to the present see Hughes et al. The most substantial, well-accepted, and heavily referenced definition of psychological literacy to date was proposed by McGovern et al. The authors stated that psychological literacy means: An alternative, broader definition was provided by Cranney et al. This definition reflects the more aspirational approach to psychological literacy held by Cranney et al. Cranney, along with other researchers, promotes psychological literacy as a necessary goal and primary outcome of an undergraduate education in psychology McGovern et al. In this conceptualization of psychological literacy, while all students who undertake some study of psychology may develop a level of psychological literacy required to act as psychologically literate citizens, graduates of psychology are seen as uniquely placed to apply their store of psychological knowledge to solve not only the personal, family, and local community challenges encountered in the modern world, but to have the potential to influence and problem-solve at a national and international level for the benefit of others i. A review of the two dominant conceptualizations of psychological literacy presented here reveals a complex construct that embodies everything from the core knowledge and concepts learnt at an introductory psychology level, through to scientific literacy including understanding of the scientific method and principles of research , skills of critical thinking, oral and written communication skills, knowledge of ethics and diversity, self-awareness and self-reflection, and the ability to apply all of this in a range of ways to a wide variety of situations. As stated by Bernstein, the conceptualization of psychological literacy as presented by McGovern et al. While accepting of psychological literacy, its value as a construct, and its inherent complexity, Beins et al. As the concept of

psychological literacy becomes increasingly adopted as the core business of undergraduate psychology training courses world-wide, there is urgent need for the construct to be accurately measured so that student and institutional level progress can be assessed and monitored, with some authors calling for a standardized assessment to be developed as soon as possible Halpern and Butler, To date, published psychological literacy research has used single-item self-report measures of overall psychological literacy e. Single item measures of multi-dimensional abstract constructs, such as psychological literacy, are not recommended, as their complexity cannot be captured in a single item and they are prone to high measurement error Fuchs and Diamantopoulos, Single item measures of psychological literacy dimensions assuming each dimension represents a concrete, single factor may be more defensible, but before being accepted as adequate for research purposes, reliability and validity need to be determined see Fuchs and Diamantopoulos, for an overview of ways of assessing reliability and validity. No reliability and validity information has currently been provided for the single item measures of psychological literacy. The current study Our research aims to build on that of Beins et al. In addition to the single item measures of psychological literacy dimensions Chester et al. The first step in determining whether the measurement of psychological literacy requires a single or multiple measures is to determine the level of association between measures of the differing facets of psychological literacy. Non-significant or low correlations between measures would indicate that multiple measures are required to measure psychological literacy. High correlations would provide support for the future development of a unitary measure of psychological literacy. Correlations mixed in magnitude may indicate the possibility of a higher order factor structure. The second step is to examine the factor structure underlying the measures. As this is exploratory research, exploratory factor analysis is suitable for this purpose. The third step is to determine whether the factor structure can be replicated in a new sample. Confirmatory factor analysis is suitable for this purpose. The identification of measures for each psychological literacy dimension also provides the opportunity to begin the evaluation of the single item measures of psychological literacy dimensions Chester et al. Moderate to high correlations between the single item measure and multiple-item measure of each psychological literacy dimension would be expected if the measures are capturing the same construct. Method Participants The participants for this research were convenience samples of phase 1 and phase 2 psychology students at an Australian university. The majority of students were enrolled in full-time study on a domestic basis. Table 1 Demographic characteristics of phase one and phase two participants.

Chapter 6 : Financial Literacy Course Colorado | The Psychology of Money

Psychological literacy - from classroom to real world Julie Hulme considers the implications of the continued popularity of the subject With psychology's popularity as a subject showing no signs of abating, a large number of people are gaining some psychological knowledge at some stage in their lives.

Chapter 7 : The Psychology of Literacy - Sylvia Scribner - Google Books

Concepts related to psychological literacy, such as global literacy, resilience and self-management, are introduced in the Concepts section. ICOPE Inc is the organisational home of the International Council of Psychology Educators Incorporated, which also promotes psychological literacy.

Chapter 8 : The measurement of psychological literacy: a first approximation

The ACRL Psychology Information Literacy Standards also build on the guidelines for minimal training for psychology majors first proposed by Merriam, LaBaugh, and Butterfield (). In addition, the creation of the ACRL Psychology Information Literacy Standards included examining the research of librarians who provide instruction for.

Chapter 9 : Psychology - Information Literacy - Research Guides at Smith College Libraries

One of psychology's many successes has been its efforts to improve literacy. Through the study of language acquisition and reading, the design of evidence-based instructional strategies, the development of remedial programs and other work, we have helped to boost the nation's reading skills and.