The School of Psychology here at Bangor is filled with celebrated researchers, dedicated teachers, committed support staff and enthusiastic students. Whilst the fabric of this department is created by the many colourful threads of its populace, it is not always easy to get a full impression of this rich tapestry. We wanted to understand more about the stories of the School of Psychology and share this exploration with others. Back in early 2017, we set out to publicise the endeavours, achievements, publications, pastimes and pets of all those in the School. Enter the 2018 Official Unofficial Guide to Bangor Psychology.

Achieving this was no easy task at times; countless emails were sent, meetings held, and far too much caffeine consumed. Working on this newsletter was difficult and frustrating but also exciting and very rewarding. We were able to learn new skills and also to learn more about our own colleagues, mentors and friends. It was truly surprising how many interesting things were happening within the School and the local area that we didn’t know about before starting this. Despite all of the work which went into creating this guide, it ended up being a much more enjoyable and worthwhile experience than imagined. We hope that the finished product reflects this! Inside this guide you’ll find sections introducing you to the different research labs within the department, the teaching and admin teams, and also, the new faculty members. You’ll also find informative pieces about TEF, REF and research impact, as well as fun sections (disclaimer: we are by no means suggesting that TEF, REF and research impact are not fun!) introducing the non-human members of the department, dates for upcoming local events and festivals, and book reviews.

The newsletter is a kaleidoscope of life within and beyond Bangor’s School of Psychology – we hope that it is lively and enjoyable, as well as informative and educational! It would not have been possible without all our contributors, faculty and students alike, who gave us their time, and most importantly, a sneak-peek into their personal lives. Above all, we would like to thank Professor Emily Cross for her unending zeal and energy to translate thoughts into reality. Without her, Lina Davitt, and Richard Wigzell, the newsletter that you now read would have remained an impossibility!

Kohinoor Darda
Ciara Egan
Elin Harding Williams
Rhi Willmot
Emily S. Cross, faculty advisor
20 January 2018.
After a long absence the School Newsletter is back. We’ve got a great new editorial team putting it all together and I hope you enjoy reading this first issue as well as contributing to future editions. One of the motivations behind the resurrection of the Newsletter is to be more explicit in our acknowledgement and recognition of success as a School and of individual achievements.

However, I’d like to kick this newsletter off with a celebration of failure. I write this as I reflect on our module ‘Born to Run’ which culminated in about 20 students and staff running the Liverpool Rock ‘n’ Roll Marathon on 28th May. Overall it was a fabulous success and a transformational experience for the students. Here are just a couple of quotes from the module evaluations:

“I really feel that due to this module I have worked harder than ever before at uni. I honestly think that I have grown massively as a person in these last few months and I have shown myself what hard work and dedication gets you.”

“Born to Run has numerous applications in any future work environment. It has taught us to rise to difficult challenges, to never give in, to find enjoyment in putting the effort/time into hard work and, most importantly, it has taught us to be compassionate to ourselves and others.”

“This module has changed my attitude for the better and transformed my whole life!”

Whilst the students gave a pretty unanimous thumbs up to their experience, if I am honest about the marathon, I tanked it. The wheels came off, I hurt, I slowed, and I produced one of my worst marathon performances. In other words, whilst those around me basked in the glory of success, I failed in my own goal achievement. But let’s just unpack this a little - how exactly did I fail? Was there a silver lining? By what criteria am I judging? Should I give up now?

In Goal-setting theory, one can consider:

(1) Process Goals – the strategy for progress, not the content, but the attitude taken, the planning, and sequencing. These are totally under our own control. In the marathon I was pretty happy with my process goals: focusing on running form, breathing, self-talk and cognitive style. These are relevant to every moment we are working towards the overall goal.

(2) Performance goals - these relate to the level of achievement. The evaluation of a completed goal in absolute terms. The finish time in a marathon. They are pretty much in our control and depend on how well we have prepared and progressed over time. My performance was poor and requires some rethinking and change to strategy.

(3) Outcome goals – These are comparative and compare our performance to others. Did I get the prize, was I in the top 10? It doesn’t matter how well the performance goal is completed, this depends on competitors in the field (though also to how we respond to our knowledge of that field). Outcome goals are mainly out of our hands; all we can do is focus on process and performance. I did not get the prize, nor finish in the top 10!

I put a lot of thought, time and effort into that marathon. Many hours across days and weeks, sequencing my progress and completing sub-goals. I made public declarations of my performance goal. In the end I failed. Publicly. It was demoralising and frustrating. I wallowed in despair.

But there is a lot of energy in emotions associated with failure, and channelling it can motivate future success. As a result, when I am ready I will revisit my process goals and my strategy, and adapt - pick myself up, dispense with the self-pity and externalisation of responsibility and get on with preparing for the next race.

Succeeding at performance and outcome goals can be challenging and rare (both in running and in academia which has a very lean reinforcement schedule!). Looking back, it’s not obvious to me whether my approach to goal-achievement in running has shaped my approach to academic success or vice versa. What running has taught me though is not to fear failure, to set high expectations and to constantly strive for ways to improve my daily process goals in order to increase my chances of future success. Ultimately, it was a lovely day in Liverpool: some running, lots of music, amazing support, free beer, feasting. And seeing our students cross that finishing line was inspiring (nothing more than 5km at Christmas, marathon in May). They are truly awesome and the real heroes of this piece! Bring on Liverpool Rock ‘n’ Roll Marathon 2018.

Prof John Parkinson
Here you will meet just a few of the friendly faces who keep our School in ship shape, from making sure our common spaces are tidy to balancing our finances to making sure our twitter account and web presence accurately reflects all the dynamic research and teaching going on in our little corner of Wales. This is just a small sampling of the unsung heroes who make it a joy to research, teach, and learn in the Brigantia, Wheldon and Lloyd buildings.

Alon Williams
College Finance Manager

Just by way of background, the friendly financiers you will find working on the ground floor of Brigantia are all actually badged now as Finance Office staff, and line managed accordingly. But I think we are all pleased that we are still located at School/College level and having the daily interaction with staff and students. The hub at Brigantia actually supports three Colleges - CoHaBS, CoBLESS and CAH. No one is dedicated to one particular College (apart from me that is), the work is shared equally as it comes in. Though with Ian being more familiar with Psychology he may end up picking up more Psychology traffic, particularly when prior knowledge is needed.

In terms of my particular role, I am the College Finance Manager for CoHaBS, which includes the Schools of Psychology, Healthcare Sciences, Sports & Exercise Sciences and Medical Sciences. I am based in Brigantia Room 107. When I get the chance, I love to put on the boots and have a nice country walk. There are limitless places to discover. I have lived here almost all my life and yet there are still many new places to see and experience. I also enjoy my cars and driving, we have some lovely driving roads here. Though always within the speed limit of course!

Bethan Pentith
Admissions, Marketing & Recruitment Officer

I came to Wales from Lithuania in 2011. The things that I miss the most in Lithuania are my family and friends. Also I miss the hot Lithuanian summers and snowy winters. I really like the people here. They are so warm hearted and obliging. I also love the nature and beautiful scenery. I really enjoy working in Bangor, because it is a multicultural city. I have an opportunity to meet people from all over the world and get to know their culture. I am surprised how friendly people are at work, they are always ready to help if I need anything.

Agne Dankute
Cleaner in Brigantia

I came to Wales from Lithuania in 2011. The things that I miss the most in Lithuania are my family and friends. Also I miss the hot Lithuanian summers and snowy winters. I really like the people here. They are so warm hearted and obliging. I also love the nature and beautiful scenery. I really enjoy working in Bangor, because it is a multicultural city. I have an opportunity to meet people from all over the world and get to know their culture. I am surprised how friendly people are at work, they are always ready to help if I need anything.
Sebastian Hubert Zuba
Cleaner in the Lloyd Building

I come from Poland originally, and have been living in the UK for nearly three years now. What I miss about Poland is my friends and family, especially my mum and sister. And of course the weather, it’s much better than here! I do like living here, though, near the mountains and the sea... Plus you get to meet a lot of different people here – Arabic, Indian, Chinese - it’s very multi-cultural. In terms of what I like most about working at Bangor University, I am a simple cleaner – there’s not much to it. I like the place for reasons mentioned above. I have a Masters degree in Sociology and I am learning English at Coleg Menai – so once I am a better English speaker, I hope to find better work in Bangor!

Everil McQuarrie
PhD Administrator

Can you describe in brief your role in the School of Psychology? Where are you based? How long have you been in this role?

My role in the school as the PhD Administrator - I have worked for the school for nearly 10 years and currently based in the Wheldon Building. I am involved from the minute a student applies to the school and is accepted for the PhD to the graduation between 3 and 4 years later. I work closely with all students and supervisors and am always available for any information they may need. I am also a member of the School PhD committee.

Are there any interesting experiences you have had with students as part of your role that you would like to share with us?

One experience that stays with me is when a student turned up at 4pm on a Friday afternoon with all her belongings and her brother. She had travelled from India the day before and her brother met her in London and they both travelled to Bangor by train. She had never been away from India before. She had not been in contact with her supervisor to tell him that she was arriving and she had nowhere to stay and he had left for the weekend! I managed to get her a B&B until Monday and all was sorted that week for her. She went on to graduate 4 years later.

Most of our readers will be present/prospective Psychology students. Is there anything you would like them to know about the administration and support for students in the School of Psychology?

Support in the school is ongoing from day one until graduation and after to some students.

Richard Wigzell  CoHaBS
Marketing Manager/

Deputy School Manager

I am responsible for all the marketing, recruitment and admissions activity within Psychology and in my College role I support those functions in the other schools. That includes everything from advertising, writing copy, communications, web development, open days, etc. (including helping on this newsletter!). In Psychology, I also hold the accommodation remit which includes space management, building management, and new capital projects. Feel free to pop by and say hello to me in my office (Brigantia 104).

Shirley Thomas
Brigantia Reception

The reception role is a job share, it’s a very varied role and it gets very busy at times - we meet and greet visitors and try to make them feel welcome. We book rooms, sign for parcels, give people directions, and take messages. We generally try to make things run smoothly for staff and students, and there’s also quite a lot of record keeping and clerical work.
Navigator of lifeboats, aspiring philanthropist and close friend of Prince William

An interview with the School Manager himself, Mr Hefin Francis!

RW: What do you enjoy doing outside of work?
HF: I love being on the sea. I enjoy sailing and kayaking but the lifeboat takes up a lot of my time. I’m also into strenuous relaxation. I have a reclining sofa – basically after about six o’clock I’m horizontal until about seven o’clock the following morning. I try to go for twelve hours horizontal every day.

RW: What has been your most significant lifeboat call out?
HF: Ooh that’s a good question.
RW: Thank you! It’s my job!
HF: They are all very different and they all have different things that stand out. There have been some tense ones. I remember once we had a fishing boat about 6 miles off the coast that was starting to sink. It was after midnight – the pager always goes off after midnight. Two of us were put on board with a salvage pump, and I remember going down into the hull thinking if this boat springs a plank now, we’re not going to get out alive. It’s those kinds of things that are disconcerting because you’re on a strange boat, it’s dark, you’re lugging something heavy, the clothing you wear is very bulky and yet you’re going down below in boats that are sinking. I don’t like doing that.
RW: It must give you an adrenaline rush though?
HF: Oh yeah, especially if a plank goes! I would have to make my own hole through the hull to escape!

RW: What do you like about North Wales?
HF: I think it’s the combination of the land and the sea. That’s what makes it attractive for me. I couldn’t live in a city. I go to cities occasionally but I am always very glad to leave them. I prefer the quiet.
RW: Where is the favourite place you have lived?
HF: Holyhead because of the sea, and Llanddaniel-Fab because of the countryside. We were going to build a house there. We agreed a deal with a farmer, sold our house, employed an architect, submitted the plans and rented a house in Llanddaniel-Fab to be close to the building site. At the last minute, the farmer decided not to sell us the land! I just sobbed bitterly. But as it turned out we actually bought the house we were renting which was lovely...so it worked out (there could have been a cheaper way of buying it though) but nevertheless it worked out!

RW: How did you come to be School Manager?
HF: Well throughout my life I haven’t had a career plan. Other than becoming a philanthropist, however I haven’t had the money.
RW: You just need a velvet dressing gown
HF: Yes, and a little fez! One day...The School at the time was looking for people with experience in various fields, I had those experiences so I was shortlisted and basically conned my way in.

RW: What’s been your favourite job?
HF: My favourite job? With the exception of this one?
RW: Yes, of course.
HF: Phew! That was close. I think the six years as the Director of Planning and Operations for the Health Authority. That was very, very busy, very stressful but it was good fun. Everyone has a period in their lives that they remember when they are thinking about good times. My grandfather was at sea all of his life, he died when he was 100. All of his stories related back to the first 15 years of his career, when he was in sailing ships. Looking back at my career, my happy time was in the early 90s when I was working in the Health Authority. I think it was the freedom that we had – we were setting up a new health authority and we were basically told to get on with it. We were constantly going out to GP and Dentist surgeries, and we had all kinds of things that we were doing, new initiatives. We piloted diabetic retinopathy which is now a mainstream service. It was very satisfying and you had a tangible end result.
RW: Lots of impact?
HF: Yeah, impact!
RW: What do you enjoy the most about being part of the lifeboat?
HF: I suppose I should say the altruistic things of putting something back into society and all that, but...

RW: Is it the clothes?
HF: It’s the uniform, I LOVE yellow! It’s really getting to do the stuff you wouldn’t normally get to do. Like flying with Prince William.
RW: You have flown with Prince William?
HF: Oh yes, in his big yellow Sea King. It’s those kinds of things, going to places you wouldn’t normally go to. Plus you get 10% off in KFC apparently.

RW: What was Prince William like?
HF: I did meet him once, without realising it was him. His hair was a bit long for a Prince, and I just thought you look familiar but I don’t know who you are. You see so many people don’t you...it should have dawned on me, I mean it was the helicopter base...and he was dressed as a pilot [chuckles]. Perhaps I should have thought, hang on a minute?!

What is your favourite thing about your job?
RW: The people!
RW: They are all going to be reading this.
HF: Especially the people! I enjoy helping people and that’s what I will miss when I eventually do retire, in 18 months, 3 weeks and 2 days from now (not that I’m counting). I see a lot of students for various reasons and that’s very pleasant, just chatting with them. Sometimes helping them...
RW: Sometimes just messing with them!
HF: Yeah, it’s nice to see students...

If you were the architect of Brigantia what would you change?
My plan would be to move the whole of psychology, lock stock and barrel onto the Normal site. The psychology hub! And then we could declare a Unilateral Declaration of Independence
RW: Could we have our own graduation robes?
HF: Oh yeah! They would be a mauvey shade of russet or distressed strawberry and harmonious barley.

Do you have any career advice?
Unless you have your heart set on something in particular, be flexible. Roughly every ten years I have had a career change. I don’t think I could have been committed enough to anything to think this is what I am going to do every day for the next 45 years. So be flexible and when opportunities do come along don’t think to long about taking them because you can overthink things. Enjoy what you have because life goes very quickly and suddenly you will be looking back thinking wow, what happened?! So if there are opportunities, take ‘em.

RW: What do you think is the most important skill for being a School Manager?
HF: I know people think I’m some kind of culinary god – but in the kitchen I am Thor – I just break things. I usually bring something to reflect myself - bland, like Mince Pies.
RW: Or your chap whips something up for you?
HF: Oh yes, I get Hargreaves to do something. Goujons or the like (I’m not sure what a goujon is but there are lots of them around in restaurants!)

RW: Okay, the most important question of all – who is your favourite department dog?
[Long pause]
HF: The one I come into contact with most often is Maia. She’s a bit like me – doing her best but getting a bit old and tired, and thinking “Well, I’ll lie down if you don’t mind! I’m happy here – you carry on!”.

RW: What is your favourite mistake?
HF: My most embarrassing mistake was when I was 17. There was a United Nations project in Poland and they were looking for 2 school children to represent the UK. The Headmaster asked me if I wanted to put my name forward, and when he explained what was happening and that this was a request going out to all schools in the UK, I thought “What are the chances of winning that lottery?!”, so I said “Oh yes, fine I’ll go!”. A couple of months later, when I’d forgotten all about it, he called me into his office and said “I am so pleased, the honour of the school etc. etc., you’re going to Poland.” And I thought “I don’t want to go to Poland!”. I went home and my parents were delighted but I did end up having to tell the Headmaster I didn’t want to go; that was very awkward. It was an amazing opportunity which I should have taken. I have been since, and Poland is very, very nice!

RW: You are retiring in March 2018 – what are you most looking forward to doing with your time?
HF: I will quite literally be sailing off into the sunset!
RW: Thanks very much Hefin!
One of the greatest challenges for science concerns understanding the human brain and mind. How can a small mass of neurons that can fit in the palm of one’s hands enable us to contemplate reality, ask questions, and endeavor to discuss the secrets of the cosmos? How and why do we think, act, perceive, and interact the way we do? What is the fundamental relationship between brain and behaviour?

Faculty members at Bangor’s School of Psychology are active researchers contributing to understanding the human brain, cognition, and behaviour, across different realms of research. Not only are Bangor’s psychology researchers involved in basic, fundamental science research, but they are also working at the front lines of applying this knowledge to help address major challenges in health, education, and technology domains. Using a variety of behavioural and brain-based methods, researchers within Bangor’s School of Psychology investigate four major themes concerning the brain and behaviour:

1. **Perception, Action and Memory theme** - How do we decode information from the environment in order to guide our actions, and how do these connections result in learning and memory?

2. **Language, Bilingualism and Cognitive Development theme** - How do cognition and language interact over the course of the life span?

3. **Social Neuroscience theme**: How does the human brain make sense of the social world?

4. **Clinical, Healthy and Behavioural Psychology theme** - How can we apply psychological knowledge to understand and enhance psychological well-being in different contexts?

Advancing research in both basic and applied science, Bangor’s School of Psychology is renowned the world over for the quality of its research output and research training. The following lab profiles provide a taste of the different research programmes currently being undertaken in the laboratories of the Briganti and Lloyd buildings.

### BEAST Lab – Dr Patricia Bestelmeyer

**Dr. Bestelmeyer’s lab focusses on evaluating models of face and voice perception, particularly using adaptation techniques. Her main research interests concentrate on the investigation of the neuroanatomical (fMRI, TMS) and temporal (EEG) underpinnings of the perception of paralinguistic aspects of voice such as affect as well as other socially important attributes with the aim to advance**

**Recent Research Highlights:**


cognitive models in the field of voice perception. Her team is also interested in the similarities and differences between voice and face perception. The human voice has been described as an "auditory face" but little research has actually been done to confirm that the neural mechanisms necessary to process information from faces and voices is indeed similar. Her lab includes a large purpose built soundproof room and uses a sophisticated audio system for the recording of sounds in isolation (e.g. voice recordings).

Bracewell Lab – Dr. Martyn Bracewell

Research within the Bracewell Lab spans a number of different domains of clinical and basic neuroscience, including non-invasive human brain stimulation, cognitive functions of the cerebellum, neuropsychology of epilepsy and acquired brain injury, visuospatial functions in Parkinson’s Disease, and novel, non-pharmacological, approaches to rehabilitation. In addition to working as a Senior Lecturer in Neurology & Neuroscience in the School of Medical Sciences and the School of Psychology at Bangor University, Dr. Bracewell is also a Consultant Neurologist at the Walton Centre NHS Foundation Trust in Liverpool, Noble’s Hospital in the Isle of Man, and the Betsi Cadwaladr University Health Board in North Wales.

ERP and Behavioural Methods Lab – Dr Stephan Boehm

Dr. Boehm’s research uses ERP and behavioural methods to explore what we know and how we use what we know. His team investigates remembering the past (such as one’s own life story), including the mistakes that can occur, such as when healthy people experience false memories and patients suffering from Korsakoff’s syndrome produce confabulations. The research studies what we know about the world and attempts to reveal the similarities as well as the differences between different areas of knowledge, for example what makes memory for faces and persons special compared to memory for objects or brands, and what aspects of memory do they all share. Moreover, the team investigates how this knowledge and our past are used dynamically and interact with each other to shape our interactions with the world.

Sensorimotor Control Lab – Dr David Carey

Dr Carey’s team focusses on cerebral and behavioural asymmetries. Human beings are an extremely one-sided species for skilled tasks like handwriting, throwing and tool use. These behavioural asymmetries are related to differences in the relative skillsets of the left and right hemispheres, but in complicated ways that we have yet to fully understand. Some experiments try to quantify differences in performance of the dominant and non-dominant hands in left and right-handers (see Fig x?). Dr Carey and his team also use neuroimaging and behavioural data to predict cerebral asymmetries in individual people, and demonstrate which of them are best related to language dominance.

d’Avossa Lab – Dr. Giovanni d’Avossa

Dr. d’Avossa is a US-trained Behavioural Neurologist and an honorary NHS Neurology Consultant. He is interested in the neural mechanisms of visual attention and working memory, which he studies using behavioural and functional neuroimaging methods. He has also been examining the neural and behavioural correlates of age related cognitive changes in healthy adults. He maintains a large registry of brain injured patients with focal lesions in cortical and subcortical structures. His research group has access to equipment for visual testing, including a large touch screen and state of the art eye-tracker.

Mari-Beffa and Houghton Labs – Dr. Paloma Mari-Beffa & Dr. George Houghton

Dr. Mari-Beffa, Dr. Houghton, and their teams use behavioural and electrophysiological measures to investigate various aspects of cognitive control such as attention and task switching. Dr. Mari-Beffa’s current work is examining the effects of Martial Arts experience on executive functions, with the help of participants from John Lynn’s Black Belt Academy in Colwyn Bay, whilst Dr. Houghton’s interests lie in the development of computational modelling for use in task switching research.
**Visual Neuropsychology Lab - Professor Charles Leek**

This research lab, led by Prof. Charles Leek, studies the human visual system in both the normally functioning brain, and the effects of brain damage (e.g., arising from strokes, degenerative diseases and head injury) on vision. Prof. Leek and his team of researchers use state-of-the-art methods including psychophysics, eye tracking, ERPs, TMS, tDCS, fMRI, as well as cognitive neuropsychological studies of patients with acquired visual impairments. Interdisciplinary work with machine vision and robotics collaborators on the development of biologically-inspired vision applications is also conducted. On the clinical side, the impact work focuses on the development of non-drug based cognitive interventions for the treatment of motor disability in disorders such as Parkinson’s disease.

http://pages.bangor.ac.uk/~pss034/LeekLab.htm

**Sapir Lab – Dr. Ayelet Sapir**

Research in Dr Sapir’s lab focuses on several issues in visual perception and spatial attention. One is the effect of light position on 3D perception. Observers assume, by default, that the light is coming from an above left direction. Dr. Sapir’s team investigates the neural correlates and individual and cultural differences of this left bias, using methods such as psychophysics, imaging and brain stimulation, in aging, children and brain lesion patients. Another focus is the cognitive and neural mechanisms that allow us to explore the environment efficiently. Their research examines the neural signals associated with attentional shifts and the effect of spatial cues on stimulus detection. A third theme is the effects of focal brain lesions on spatial attention. Sapir and her team investigate the mechanisms associated with recovery from neglect, a neurological syndrome affecting the ability to attend the left side of space.

Results from these studies may help designing rehabilitation strategies for patients with neurological injuries.

**Hand and Brain Lab – Dr. Ken Valyear**

Dr Valyear’s team is dedicated to better understanding how the brain controls the hand to perform daily life activities like grasping and using objects. They use a combination of functional MRI, brain stimulation, and behaviourial methods. Their overarching purpose is to harness the knowledge gained through their basic science research to improve rehabilitation outcomes for people with movement problems.

www.sites.google.com/site/kfvalyear/

**SI Lab – Dr Simon Watt**

Simon Watt’s lab carries out basic and applied research on a number of topics related to 3-D perception and the control of everyday hand movements such as reaching to grasp. Specifically, his team works on (i) perceptual and ergonomic problems with current 3-D display technologies, (ii) how the brain combines information across the senses (from vision and touch, for instance), (iii) perception and hand control following peripheral injury, and (iv) the processes underlying human tool use.

www.pages.bangor.ac.uk/~psse2d/index.html
Language, Bilingualism and Cognitive Development

Recent Research Highlights:


Bangor Literacy Lab – Dr Marketa Caravolas

The Bangor Literacy Lab carries out research on literacy development in children who are typically developing or have specific learning difficulties. Their research tools include a variety of psychometric tests and eye and pen tracking equipment.

Current experiments in the lab are investigating early language development in young Welsh/English bilingual infants, executive function abilities in young monolingual and bilingual infants, as well as executive functioning in bilingual adults between 18-85 years old. These data are being collected using questionnaires, behavioural tasks, eye-tracking and ERPs.

www.bbcd.bangor.ac.uk/

Bangor Language Production Lab – Dr Gary Oppenheim

In the Bangor Language Production Lab, they combine simple behavioural experiments with sophisticated statistical analyses and generative computational modelling to reverse engineer the cognitive architectures, processes, and representations that humans use to learn and produce language. Right now, they are using picture naming tasks to explore the idea of language as a continually adapting system, and using imagined tongue-twisters to understand the nature of inner speech.

http://pages.bangor.ac.uk/~pss238/lab/index.html

Bangor University Language Electrophysiology Team – (ARbrofi Ar Iaith a Niwrowyddoniaeth) (BULET-ARIAN) – Prof. Guilluame Thierry & Dr. Manon Jones

The BULET-ARIAN lab studies brain activity related to reading, language comprehension and production in various forms, and, more generally, the processing of meaning by the human brain. They study, bilingual adults, dyslexic individuals, and control adult participants to understand the mechanisms of normal and abnormal language processing. A variety of methodologies are used to study these processes in the lab, primarily electrophysiology (EEG) and eye-tracking.

Tainturier Lab – Dr. Marie-Josephe Tainturier

Research in the Bilingual Aphasia Lab focuses on questions about the representation and mechanisms underpinning language processing in the bilingual brain. The lab aims to utilise this information to inform cognitive models of language more generally and apply what is learned to rehabilitation and assessment of bilingual aphasia. Dr. Tainturier is an expert in spelling and has a particular interest in acquired dysgraphia but the interest of her current research team lies in a broad range of language functions, including second language acquisition and naming.
Social Neuroscience

Recent Research Highlights:


Social Brain in Action (SoBA) Lab – Prof. Emily Cross & Dr. Richard Ramsey

Research in the SoBA Lab examines questions within the domains of cognitive neuroscience and social cognition using a number of brain imaging and behavioural testing techniques. Prof. Cross’s strand of SoBA Lab research examines how experience shapes perception, and her team is particularly interested in how different kinds of learning (such as learning by doing vs. learning by watching) changes people’s brain activity. She also heads the ERC-funded Social Robots project. Dr. Ramsey’s strand of SoBA Lab research focuses on individual differences in imitation, person perception and observational learning. SoBA Lab members use a variety to approaches and tools to address their research questions, including brain imaging, brain stimulation, examining individuals on the autism spectrum, long-term training studies, dance video games, robots, and an fMRI-safe bass guitar, to name a few.

Developmental Social Vision Lab – Dr. Kami Koldewyn

The Developmental Social Vision Lab is interested in how people perceive and understand the social information gained from watching others. The lab is particularly interested in how children develop these skills and how they are used in social learning. One other focus of the lab is neurodevelopmental disorders that affect social abilities, including autism spectrum disorder and Fragile X.

Ward Lab – Prof. Rob Ward

Professor Robert Ward and his team aim to discover how people make social judgements based on appearance, by using a mixture of behavioural studies and computational analysis. More specifically, they aim to discover what aspects of the face influence our perceptions about people and how this fits into an evolved, non-verbal signalling system. They are interested in how things like shape, texture and contrast influences perceived attractiveness, sexual dimorphism, personality and health and how accurate these perceptions are.

Downing Lab – Prof. Paul Downing

At the broadest level, this research lab led by Prof. Paul Downing is interested in investigating human high-level vision with a focus on socially relevant stimuli: bodies, faces, and their movements. His research has focused on earlier perceptual stages of this process, along with shared visual/motor representations of bodily actions, and comparing and contrasting the perceptual functions of the extrastriate cortex and the medial temporal cortex. Prof. Downing and his team of researchers’ main research tool has been and continues to be fMRI.

www.soba-lab.com // www.so-bots.com

http://pages.bangor.ac.uk/~pss811/index.html

http://ward-lab.bangor.ac.uk/
Clinical, Health & Behavioural Psychology

Recent Research Highlights:


The research focuses of Dr. Henningham’s group is on early childhood interventions to promote child development, behaviour and mental health and to prevent violence against children in low and middle-income countries (LMIC). Her team specialises in the design, implementation and evaluation of low-cost and scale-able parent-training and teacher-training interventions integrated into the existing health and educational services in LMIC. Interventions are evaluated through cluster randomised controlled trial designs and using quantitative and qualitative research methodology. Dr. Henningham’s team also specialise in the design and use of observational measures of child and caregiver behaviour. Their research is currently being conducted in Jamaica, Bangladesh and Colombia.

Dr. Griffith’s research interests include qualitative research, mindful parenting, and the adaptation of mindfulness-based interventions for people with learning disabilities who have difficulties with anger management, and mindfulness interventions for care staff. Dr. Griffith is the Director of CMRP Postgraduate Programmes and has published numerous journal articles using both qualitative and quantitative research methodologies in the field of learning disabilities and autism. In addition, she has had a daily practice of mindfulness meditation since 2010, and has trained to be a mindfulness teacher with the CMRP and gained the Certificate of
Professor Val Morrison is primarily interested in the role health and illness cognitions, expectancies and coping behaviours play in the physical and psychosocial functioning and quality of life of patients and carers living with chronic disease. Her research group examines variables such as self-efficacy, illness perceptions, mood, willingness to care, and coping in order to inform interventions in a range of physical conditions. Research collaborations include multidisciplinary research trials of interventions conducted in primary and secondary care, and survey research conducted with external academic and stakeholder groups, for example in relation to predicting adherence or physical activity. Val is a member of the Clinical, Health and Behavioural Psychology research group, which aims to understand and enhance psychological wellbeing in a variety of contexts and across the lifespan.

**Morrison Lab – Prof. Val Morrison**

Professor Val Morrison is the Wales lead on the major EU funded NeuroSKILL project, whose aim was to increase awareness, education and training in dementia through neuroimaging.

[www.neuroskill.eu](http://www.neuroskill.eu)

**Motivation: Research & Application Lab – Prof. John Parkinson**

Research from Parkinson Lab concerns how motivation and cognition interact to determine behaviour. This involves an examination of how changes in motivational state can influence cognitive functioning including memory, attention and goal pursuit, and the importance of concepts relating to positive motivation. The lab considers constructs such as fear of failure, optimal performance, attribution and resilience in both empirical and applied settings, including happiness in primary schools, resilience to enhance employability and promoting healthy behaviours in the community.

[www.backofbeyond.co.uk/](http://www.backofbeyond.co.uk/)

**Pharmacological Lab – Prof. Robert Rogers**

The Pharmacological Lab, led by Professor Robert Rogers, addresses the psychopharmacological mechanisms that make some people vulnerable to psychological disorders such as depression, bipolar disorder and addictions. Currently, Professor Rogers and his team are conducting investigations of the risk factors for gambling problems (including those involving the Internet), and the role of mood disturbance in eating, gambling and alcohol consumption. Other research focuses upon social isolation in psychological disorders and involves investigation of how the activity of neuromodulators (e.g. serotonin and dopamine) mediates dyadic and group-based social behaviours.

**Applied Behavioural Analysis (ABA) Group – Dr. Rebecca Sharp**

Dr. Sharp’s team is interested in exploring how applied behaviour analysis can be used to help patients recover from traumatic brain injury and cope dementia. In addition, she and her team examine metrology in ABA, translational research in ABA, how best to teach behaviour analysis, developmental disabilities, and behavioural phenotypes.

**Turnbull Lab – Prof. Oliver Turnbull**

The Emotion and Brain Injury Lab examines the role of emotion, and its relationship to various mental processes, such as memory and decision making. This research explores how emotion shapes our experience of the world, as well as how this experience may differ for neurological patients who are amnesic, dysexecutive, or have disorders such as anosognosia or confabulation. The lab also examines the development of emotion-based learning, in addition to research on emotion regulation. Professor Turnbull is also interested in the interface between the psychotherapies and neuroscience, and is a member of the Clinical, Health & Behavioural Psychology and Social Neuroscience groups.

[http://turnbull-lab.bangor.ac.uk/](http://turnbull-lab.bangor.ac.uk/)
The day started off with Dr. Richard Ramsey welcoming everyone to the Winter Conference and officially welcoming the first years to the department!

The first presentation of the day was by Elena Neophytou, a third year PhD student. Her PhD is on ‘How do bilinguals categorise their world? Measuring the influence of language exposure on bilingual cognitive development.’

The presentation was wonderful – well done, Elena!

Despite nerves all around, the first session of the first year presentations went off without a hitch! From Social/Cognitive Neuroscience to Bilingualism, from Clinical Psychology to Positive Psychology, and many more – topics spanned a wide range!
The second year PhD students presented their posters, giving everyone a chance to see what they have achieved till now. A PhD is not just about the research, but also about how you present it to the public. Suffice to say they all did a great job with both!
Even though it was towards the end of the day, the second session of the first year PhD student presentations kept everyone entertained.

Professor Emily Cross gave the closing remarks, thanking everyone for being a part of the conference. She encouraged collaboration between research streams, and pointed that links could be made between topics that may not be immediately obvious. Finally she (and we) thanked Emma and Jon for being such wonderful organisers!

And then there was wine and cheese!
The Academy of Aphasia (http://www2.academyofaphasia.org) is an international conference that brings together researchers with an interest in language disorders and rehabilitation. I have had the opportunity to attend previous meetings in Lucerne, Switzerland and Miami, Florida (with a stop off along the Keys). In 2016, we (myself and Dr. Marie-Josèphe Tainturier), hosted the 54th Annual Meeting of the Academy of Aphasia in Llandudno. It was a big undertaking (perhaps bigger than I first anticipated) but I like a project. This project was unique in respect of many of the tasks we undertake during a PhD, as it had a concrete end goal with some tangible time pressure thrown in. Naturally, an awful lot of energy and head space was spent on orchestrating and planning the logistics of the conference (usually at 2am when the smallest thing becomes your biggest obsession). We spent a lot of time liaising with hotel staff and managers regarding room set ups, change overs, coffee breaks, and the menu. The smallest things can take the longest amount of time – patience is a virtue my friend.

Despite some headaches with the website and registration, exacerbated by an eight-hour time difference between us and the executive committee in the US, we pulled off an extremely successful conference. Over 140 people, at all career stages, attended the meeting. The conference included multiple plenary sessions that covered the length and breadth of language disorders and discussion surrounding hot topics, like cognitive reserve. A personal highlight was the excellent keynote from Professor Marco Catani, King’s College London, on DTI (diffusion tensor imaging) and the importance of considering the role of white matter tracts in language function. On the first evening, we introduced our delegates to the Welsh language with a short workshop, and Band Y Braichmelyn (www.neilandmeg.com/BYB) inducted them into the tradition of Ceilidh dancing. On the final day delegates benefited from an excellent DTI workshop delivered by Dr. Stephanie Forkel, also from King’s College. The poster abstracts have been published in Frontiers and can be downloaded here: http://bit.ly/2jPQGQW.

I think that attendance at any meeting/conference should be seen as an opportunity to ‘network’ (make friends, nervously splutter when the prominent keynote speaker comes to your poster). Although, I am not sure I would recommend presenting on the first day of a conference you are organising (too many things, not enough sleep/coffee). Nevertheless, sitting on the local arrangements committee and orchestrating the meeting put me in a unique position. I either greeted in person, was introduced to, or interrupted (with announcements/battery changes for microphones), the past, present and future of aphasia research from all over the world. I think it gave me a degree more confidence to have an academic discussion with people my senior in a way that is difficult to explain. No job offers as yet but I think it serves as a unique and practical demonstration of a number of transferrable skills that will stand me good stead.

Would I do it again? Probably. I am glutton for punishment and there is a distinct satisfaction in watching everything run to time and come together on the day(s). In future, I would probably suggest recruiting additional support for the 2am poster board installation and ‘extra’ wine disposal on the next night. The large team of hotel staff who worked the weekend were excellent, and through developing relationships and maintaining regular contact with them made my life (and theirs, I hope) a thousand times easier, especially on day one. A special thank you to my supervisor and co-organiser, Dr. Marie-Josèphe Tainturier, Becca Henderson and her limitless experience, and to the three volunteers who manned reception and waved microphones in people’s faces, Pauliina Sorvisto, Yang Li and Evangelia Balatsou.
The Twins Days Festival in Twinsburg, Ohio is a two-day event and the largest annual gathering of twins in the world. It is therefore a very attractive event to attend as a researcher (especially if you are interested in environmental vs genetic influences) – there are literally thousands of twins at your disposal. It is for this very reason that myself, Professor Robert Ward (Bangor University) and Dr Alex Jones (Swansea University), attended this festival in August, 2016. Specifically, we wanted to create a database of pictures of the twins, along with personality, health and demographic information to draw upon in future experiments.

As my PhD is funded by the ESRC, I have access to a small research fund every year, and it is this I used to pay for the flights to the USA. Even so, I had to organise my flight so that I had an overnight stay in a hostel to reduce costs. This was worth it, as it meant all my travel expenses were covered. To reduce costs again, we all stayed in a house through AirBnB rather than in hotels. The house we stayed in was lovely, but the power went out on the first night and we had to venture down into the “forbidden basement” to check the fuse box. I was the only one brave enough to go down at first – you can depend on your supervisor for a lot of things, but protecting you from a scary basement isn’t one of them!

At the Twins Days Festival, we were allocated a 10x20’ tent in which to set up our research booth. Although this sounds big, it seemed like such a small space in which to work and took a while to learn how to optimise the space. Whilst doing this, we met some of the other researchers there. There were people researching all sorts of things, such as biometrics, dermatology, aging, and taste - even some other researchers that were interested in the face.

The Twins Days Festival itself was a surreal experience – you saw two of everyone. I quickly got used to it though. Perhaps too used to it - the people in my dreams started appearing as pairs of twins. Although a lot of twins attend the festival, only some are interested in taking part in research. Over the weekend, we collected data on just under 120 pairs of twins. It was none-stop data collection, and with the set up and take down each day, we were exhausted by the end of it. We still found time to relax though; I experienced the delicacies of American cuisine (my first ever philly cheesesteak), and we even visited a big scary gun shop (don’t worry, I didn’t buy anything).

Overall, it was a great learning experience. It taught me how to make money go further and how to organise and test over a hundred participants a day. I would recommend that anyone who gets the opportunity to go on a research trip to take advantage of it.
Aegina Social Cognition Summer School

by Jon Walbrin
PhD student working with Kami Koldewyn

Where and when?
A faded-yet-charming 60s hotel on Aegina, a Greek island south east of Athens. It backed onto the sea, so swimming and fresh seafood was mandatory. It took place in June 2016, a few weeks after the EU referendum, so there was a slightly sad atmosphere – a lot of the brilliant people in attendance were Europeans studying at UK universities. It was also during the Euros, so there was a lot of healthy rivalry, although I made every attempt to disavow my English nationality.

What I liked
All students were attending due to a very similar, converging interest; researching social interactions and shared states between people. The multi-disciplinary approach of the summer school meant that there were lots of divergent opinions and approaches, so that there was a lot to learn about - most students came from philosophy, psychology, and cognitive science backgrounds. I think it was a nice first conference, as I was reasonably well-matched in experience to the other attendees (mostly PhDs/post-docs), and the overlap of research topics meant that everyone had at least a peripheral understanding of each other’s research areas, which allowed for more detailed discussion than might be expected at less-specialized conferences.

My research
I presented a poster on an fMRI study investigating how different visual interactions are perceived in the brain. Specifically, this research used cartoon-ish 'moving shape' stimuli (animated shapes that appear to move in an intentional and interactive manner) to contrast interactions with non-interactions, as well as different types of interaction, such as, competition and cooperation.

What I learned
People were generally very friendly, and I had some interesting discussions in which I was challenged a little more than I’ve been used to on certain aspects of my research. The research I presented wasn’t quite finished by the time I attended the summer school, and so having these discussions helped to shape the eventual analysis and interpretation of it. It was great to see a lot of research being carried out by other people – especially to do with race and perceptual bias/embodiment – and to think about potential segues between these research areas and my own.

Fun things
After the conference, I spent a few more days on Aegina – the highlights included: Visiting the temple of Aphaea (located on a hill with great views over the rest of Aegina), eating grilled octopus, and generally lazing around in the sun.
A Great Big Bangor Welcome to Our 2 Newest Faculty Members!

**KATJA KORNYSHENA**

Where are you from originally?
I was born in Moscow and moved to Germany when I was 10 years old. You could tell from my Russian name and my German accent.

Where did you do your academic training?
undergrad: University of Cologne and Humboldt University Berlin;
postgrad: Max Planck Institute for Cognitive and Brain Sciences in Leipzig and Max Planck for Neurological Research in Cologne;
postdoc: University College London and Erasmus Medical Centre, Rotterdam

Can you describe your main research area and why you find it exciting (preferably in 3 sentences or fewer)?
I am fascinated by how the brain enables us to store and retrieve the complex patterns of movements for speech, tool use and musical performance. I am working on developing experimental paradigms and neuroimaging analyses (fMRI, MEG, EEG) to uncover the functional organisation and dynamics of the corresponding neural representations, and to enhance these with targeted training and non-invasive stimulation techniques (TMS/IDCS). My hope is that our findings will lead to more effective treatments of higher motor skill dysfunctions, such as dyspraxia, stuttering and musician’s dystonia.

What’s been the highlight of your career so far?
Receiving a Wellcome Trust Fellowship in my postdoc years, as well as the Lectureship offer to join Bangor Psychology.

What are you most looking forward to in terms of joining the School of Psychology at Bangor?
Discussions and collaborations with my future colleagues and students. Bangor has this special vibrant international academic feel that only a handful of Psychology Departments have here in the UK and felt “like home” straightaway.

What are you most looking forward to in terms of moving to Wales more generally?
More space everywhere (home, office, lab), a very short commute and mountains! Life in Greater London will make you crave for these three things.

**RICHARD BINNEY**

Where are you from originally?
I grew up in a small village in Wiltshire. The nearest major town is Bath.

Where did you do your academic training?
I completed my undergraduate degree in psychology at the University of Exeter, and a Master’s degree at the University of Bristol. I then moved north to complete a PhD in psychology at the University of Manchester. For post-doctoral training I was fortunate to work in the Department of Neurology at the University of California San Francisco and also at Temple University in Philadelphia.

Can you describe your main research area and why you find it exciting (preferably in 3 sentences or fewer)?
I am interested in the way our brains represent and use conceptual knowledge about people, objects, and words. Further, I am interested in how these processes support comprehension of both verbal and non-verbal communications, and how these abilities can break down in brain injury or disease. Such research excites me both from the perspective of understanding the way humans experience the world and also because it might be used to develop new interventions for psychological or neurological illness.

What’s been the highlight of your career so far?
Being invited to join the faculty at Bangor University’s School of Psychology, of course! I will be establishing my own independent laboratory for the first time and, for me, there is no better place to take that career step.

What are you most looking forward to in terms of joining the School of Psychology at Bangor?
There are so many exciting prospects, both from a research and teaching perspective. I’m really looking forward to being surrounded by the diverse research interests, expertise and backgrounds that are present in the school. I can’t wait to hear new ideas, establish new collaborations, and see how my research evolves within this community. I also look forward to teaching and supervising projects particularly in the context of functional imaging and other techniques in the cognitive neurosciences. I really enjoy getting into the details of methods.

What are you most looking forward to in terms of moving to Wales more generally?
The ocean, the mountains, and the rugby. I’m excited to live and work amongst all the natural beauty that Wales offers, and get a regular dose of watching my favourite sport. I’m looking forward to exploring and getting to know better the landscapes and communities of north Wales.
Dynamic Dudes to the Rescue

Dr Catherine Sharp
PhD student of Pauline Horne and Mihela Erjavec
Childhood obesity is a worldwide epidemic (WHO, 2014), with over a quarter of children in Wales being overweight or obese at age 10 years (NCMP, 2014). Two behaviours well-known to combat obesity is increased consumption of fruit and vegetables and increased daily physical activity. For the past decade, the well-established Food Dudes Healthy Eating programme, developed by Prof Pauline Horne and the late Prof Fergus Lowe from the Centre for Activity and Eating Research, has been successfully targeting 2-11 year old children’s eating behaviours. The programme has now been administered to over 750,000 children. In 2014, the Chief Medical Officer announced that for optimum health children should engage in 60 minutes of daily moderate-to-vigorous-activity (Department of Health, 2014); a level currently unachieved. More recently, under the direction of Prof Pauline Horne, a sister programme has been developed called Dynamic Dudes. The new programme targets 3-11 year old’s children’s daily physical activity levels in the school environment.

Dynamic Dudes is a multi-component behaviour change programme which uses role-modelling, rewards, and repeated practice to motivate children to be physical activity in the classroom and on the playground. The four Food Dudes characters became Dynamic Dudes, each with their own signature skill to company their favourite fruit or vegetable. Daily sessions are held in the classroom where children complete an exercise DVD; one DVD for each character encompassing practice moves specific to the character’s signature skills (Rocco: football; Charlie: martial arts; Razz: dance; Tom: gymnastics). The practice moves have been selected to develop children’s fundamental movement skills. Dynamic Dudes activity stations are installed in the playground for children to use during their break time and teachers are provided with an instructional DVD on how the stations can be used in P.E. lessons. At the end of the school year, all children receive a certificate for their efforts, and two children from each class are titled ‘Dynamic Dudes Champions’ and earn customised medals to keep. To-date controlled trials have only been conducted in England and found that the intervention successfully increased primary school children’s fitness levels, as measured using the 20m shuttle run test.

A barrier for developing interventions and conducting trials in Wales is that all materials were only available in English. In North Wales specifically, there is a greater number of Welsh medium schools than there are English, and therefore, for the programme to have impact locally, there was an increased need for the programme to be created bilingually. Prof Pauline Horne and Dr Catherine Sharp received an ESRC Impact Acceleration Award to co-produce bilingual Welsh/English version of the Dynamic Dudes classroom exercise videos component for 5-11-year-old children. The co-production has involved members of GwE (School Effectiveness and Improvement Service for North Wales), local schools and teachers, and Welsh language input from Canolfan Bedwyr.

As part of the project, four look-a-like children aged 12 were recruited from Ysgol David Hughes, Menai Bridge, to star as the Dynamic Dudes characters. The children called Deio Roberts, Siwnamis Efans, Sara-Mai Roberts, and Jake Phillips (see picture) carefully learned bilingual scripts and moves ready for filming. For 16 days, the newly created in-class exercise DVDs have been implemented on a 4-day cycle into the daily curriculum of two local primary schools (Ysgol Esecfiog, Gaerwen; Ysgol y Borth, Menai Bridge). To evaluate the direct impact of the project, 20m shuttle run test and pedometer step counts have been administered in one intervention school (Ysgol Esecfiog) and in one control school (Ysgol Dolbadarn, Llanberis) to measure short-term effects on fitness and moderate-to-vigorous activity generated in the classroom, respectively. To assess the acceptability and likeability of the DVDs, teachers and children in both intervention schools completed questionnaires.

Results showed that at post-intervention, after controlling for baseline differences, the intervention condition significantly increased their fitness levels compared to the control condition. During the first 4 days of delivery of the exercise DVDs the children completed a mean of 803 steps in 11-16 minutes, followed by a mean of 745 steps during the last 4 days. In comparison, the control children completed 123 steps and 94 steps, respectively, highlighting the sedentary nature of the classroom environment and why there is a need to focus on active learning in the classroom. During post-intervention questionnaires, teachers reported that the children enjoyed the intervention, and they were comfortable administering the component in their classroom. An example of a teacher observation following delivery of the exercise DVDs, “The children were able to settle to work faster after each session”. An example of a year 4 child’s free comment, “I really enjoyed the Dynamic Dudes sessions”.

The main purpose of this project was to establish collaborations with GwE and local schools, and to produce bilingual exercise DVDs to increase the impact potential of the Dynamic Dudes project. The results showing that the exercise DVDs are feasible to be administered in Welsh classrooms, and produce short-term effects on children’s fitness provides an evidence platform that Welsh schools can relate to. GwE have been impressed with the impact of the project and are currently discussing on how they can support Dynamic Dudes being integrated into the Welsh Curriculum. The head teachers of both intervention schools have expressed their desire to continue the programme post completion of the project, and the control school will administer the intervention over the Summer term.

Attendance to the ‘Getting North Wales Moving’ group secured interest in supporting the transition of Dynamic Dudes into more schools, with particular interest from NHS Wales in supporting Wrexham schools receiving the intervention.

Great appreciation must be extended to the schools, children and teachers who have participated; to ESRC Impact Acceleration Award Board for funding the project; to Gethin Mon Thomas and Karen Rhys Jones from GwE for their support in identifying new moves and recruiting schools; to Bethan Catrin Roberts and Alun Roberts from Ysgol David Hughes for your support in recruiting children, rehearsals, and script translation; to Llion Jones from Canolfan Bedwyr for helping us capture Welsh culture in the script; Steve Houlston for all filming and post-production efforts in a very limited time frame; and finally to psychology undergraduate students Lauren Toal, Ffion Thomas, Katie Casswell, Jade Platt, Fern Jones, Scott Jones, Bethan Jones, and Jane Pegram for all your hard work volunteering in schools.
**Anonymous**

(I work at the Ministry of Defence so anything that you do put in the newsletter can't have my name attached to it as they are very tetchy about us publicising where we work!)

1. Can you describe your current role in brief?
I am a statistician on the Civil Service Fast Stream, currently based at the Ministry of Defence (MOD) working on Economic Statistics. My role mostly involves looking at international comparisons of Defence Expenditure and analysing where the MOD spends its money in the UK and the number of jobs this supports in each region.

2. What degrees did you do at Bangor University?
I was a serial Bangor student! I spent 8 years studying at Bangor and did a BSc in Psychology, an MSc in Psychology Research and then finally a PhD in Psychology.

3. Why did you choose to study in Bangor?
If I’m 100% honest I first looked at Bangor for undergrad because they had the same high scores for research and teaching for Psychology as many other top Universities but much lower entry grades! However when I went to look round Bangor on an open day I fell in love with the location and got a really good feeling from talking to the staff and current students.

4. What did you enjoy most during your time in Bangor? (Not just research-related but anything and everything you enjoyed in Bangor)
Considering I stayed 8 years I’m sure you can tell how much I enjoyed my time in Bangor! I love hiking so having Snowdonia right on the doorstep was a massive bonus for me. I moved out to Menai Bridge during my PhD and living there was amazing as it is such a beautiful location. I also just enjoyed the community feeling of Psychology at Bangor; the staff in the Wheldon and Brigantia were all so friendly and helpful and I really think that makes a difference to the course.

5. What is it about your current job/role that you enjoy the most?
Being on the Fast Stream in MOD you get some amazing experiences. I have just got back from a course about the armed services that saw me doing a simulated parachute jump, firing a few guns, watching an explosives demonstration (and getting some hands on experience afterwards!), as well as listening to some really fascinating talks. It’s not just the exciting special events though, my day-to-day work is also really interesting. Every day is different as you never know what requests are going to come in from Ministers or the general public, and I love creating our statistical bulletins and coming up with new ways to visualise the data.

---

**Dr. Alex Jones**

Lecturer, Swansea University

1. Can you describe your current role in brief?
I am a lecturer at Swansea University, in the psychology department, which is great! As you’d expect, I carry out research, teach, and contribute to the running of the department. All in all, it’s a really varied role with multiple challenges, all of which are enjoyable.

2. What degrees did you do at Bangor University?
I did my BSc Psychology and PhD at Bangor, 2007-2013, and worked with Prof. Emily Cross for a year after my PhD, before I headed out to the USA for a postdoc.

3. Why did you choose to study in Bangor?
A strange combination of factors. I studied psychology at A-Level and had a distance learning tutor, who actually studied at Bangor and mentioned it a few times. I also wanted to go somewhere fairly far from home, but at the same time wanted to remain in Wales. Bangor was me, and there’s never really a spare moment. Research is obviously my main passion, but its very rewarding to teach students about topics I am passionate about (and for them to hopefully like it), as well shifting from someone who researches to someone who guides others in their research. That’s been an interesting transition which I’ve enjoyed, as it really makes you think more about the meaning of research rather than the details and technicalities, which is something you tend to get lost in as a PhD/postdoc.
Dr Emily Butler
Postdoctoral Research Scientist in Cognitive Neurology

1. Can you describe your current role in brief?
I am a postdoctoral researcher at the University of Oxford, based in the Nuffield Department of Clinical Neurosciences at the John Radcliffe hospital. I am investigating memory function using behavioural, neuroimaging, and neuropsychological testing in patients with memory problems due to Perirhinal Cortex lesions, or Limbic Encephalitis leading to hippocampal atrophy. I am also testing in healthy controls to assess suitability of different tasks to use in clinic that will pick up accelerated long term forgetting associated with Transient Epileptic Amnesia.

2. What degrees did you do at Bangor University?
2008-2011 BSc in Psychology with Neuropsychology, including my dissertation with Prof. Guillaume Thierry
2011-2012 MSc in Psychological Research, including my dissertation with Prof. Emily Cross
2012-2015 PhD in Psychology with Dr. Richard Ramsey

3. Why did you choose to study in Bangor?
My love of whitewater kayaking and mountain walking brought me to Bangor for my undergraduate, but the fantastic department is what made me stay through till PhD.

4. What did you enjoy most during your time in Bangor? (not just research-related but anything and everything you enjoyed in Bangor)
It would be shorter to list the things I did not enjoy! Personally, I loved the environment; being so close to mountains, rivers, and coast means there is plenty to do in your down time. Professionally, I found the environment within the Psychology department intellectually stimulating and super friendly. Everyone there from the IT team, to admin and finance, to the other academics are very supportive and fantastic to work with.

5. What is it about your current job/role that you enjoy the most?
I enjoy the diversity – it is a real mix of behavioural, neuroimaging, and neuropsychological testing. This testing is a lot more time intensive and involved with each subject than my previous experience so I also enjoy interacting with patients and their families, as well as healthy controls over the time that they volunteer in our research.

Dr. Leah Johnstone
Experimental Officer
School of Psychology
University of East Anglia

1. Can you describe your current role in brief?
I am currently an Experimental Officer at the University of East Anglia. I am a faculty member, paid by the university to provide postdoctoral research support on various projects in the School of Psychology.

Towards the end of each academic year, permanent research staff submit project proposals bidding for Experimental Officer time, and I am assigned to successful bids within my field of research. I also head up second year undergraduate seminars, and have one day per week to work on my own research (which I mostly use to work on papers using my PhD data). It is also part of my contract that I complete the PGCertHE whilst employed at UEA, so I’m half way through that course.

2. What degrees did you do at Bangor University?
I carried out both my MSc in Foundations of Clinical Neuropsychology and my PhD in Psychology at Bangor.

3. Why did you choose to study in Bangor?
The Masters programme was one of the biggest and most comprehensive that I came across. I was more interested in research by this point, but hadn’t totally decided against a career in clinical work, so I thought this research intensive masters with a clinical spin would help me to decide. I was right!

4. What did you enjoy most during your time in Bangor? (not just research-related but anything and everything you enjoyed in Bangor)
Working with my supervisor (anyone who was around at the time will know that this statement is actually true and not just paying lip service), and how he encouraged me to engage with all aspects of academia, not just my solo research. Through just simply being in the academic environment at Bangor, socialising with academics every day, and attending colloquia, etc. I think I learnt a lot about this career by osmosis. I’ve found that most of the good suggestions/comments I’ve made at interview/in staff meetings at my current job have always been things I kind of learnt by accident from just overhearing conversations in Bangor about every day academic pressures like the REF, NSS, TEF, etc.

5. What is it about your current job/role that you enjoy the most?
I like the variety of the projects I get to work on, which is helping me develop my network of collaborators as well as my technical skills. And again, as in Bangor, I love learning more about the career from all those day to day academia interactions and discussions.
On 26 April, 2016, Bangor University’s School of Psychology was awarded an Athena SWAN Bronze Award by the Equality Challenge Unit. The Equality Challenge Unit supports higher education institutions across the UK to advance equality and diversity for all staff and students. The ECU’s Athena SWAN charter specifically recognises commitment to tackling gender inequality in higher education.

The Bronze department award was given in recognition that in addition to university-wide policies, the School of Psychology has identified particular challenges regarding gender equality, as well as developing a plan for the future that builds on this assessment and works towards removing barriers to progression and success for all its staff and students, regardless of gender, race, disability or sexual orientation. The award will remain valid until 2019 when it can be renewed or superseded by a higher level Athena SWAN award.

In response to receiving the Bronze award in 2016, Professor John Parkinson, Head of School, said:

“I am delighted that we have been successful in our application for the Athena SWAN Bronze award. This has been an excellent team effort, dynamically led by Emily Cross and supported by a host of committed individuals. The full application, including myriad analyses about gender equality at all levels (from undergraduate through to professor) in the School, is now posted on Bangor Psychology’s website for everyone to see [this can be found in a tab under the ‘About the School’ heading on the School’s main webpage]. Importantly the Athena SWAN self-assessment team has drafted an action plan that we will be aiming to implement over the next few years to further equalise the work and study environment for all members of the School.”

The School of Psychology was the second School in the University to be awarded a Bronze Department Award, following the School of Sport, Health and Exercise Science’s success in being awarded Bronze in 2015. Since Bangor Psychology’s receipt of an Athena SWAN bronze award, the School of Environment, Natural Resources and Geography has also been successful in achieving a bronze award. Bangor University also holds an Athena SWAN Bronze University award.

Looking into the future, Bangor’s School of Psychology Athena SWAN self-assessment team (SAT) is slowly but surely tackling the ambitious action plan included as part of the 2016 application, and must also decide whether to apply to renew the School’s Bronze award in 2019, or to aim for an upgraded Silver award at that time. Change is afoot within the SAT itself, with Professor Emily Cross stepping down as the team leader (but staying on as a SAT member), and handing over the leadership reigns to Dr. Thandi Gilder. Speaking about her role as self-assessment team leader, Professor Cross said, “It was an honour (and yes, also a considerable challenge!) to serve as the SAT leader for Psychology’s (ultimately) successful Athena SWAN Bronze bid. Our success is due in large part to the fantastic SAT members helping to gather, digest and synthesize a large and unwieldy dataset concerning gender balance and equality matters across every aspect of the School. Special thanks are due to SAT member Dr. Alison Wiggett, who was particularly instrumental in helping prepare the final, polished submission.” As an aside, Dr. Wiggett’s exceptional job in this role for the School of Psychology led to her being recruited by HR to take on the role of Athena SWAN manager for the entire University.

Prof. Cross continues, saying “I am confident Thandi will do a stellar job in this role – she is already making great strides in terms of reorganizing the SAT, with fresh faces and fresh energy to help see us through to the next submission. It is also exciting that the SAT is working on exploring gender balance and overall issues of equality in new areas, including colloquium speakers and external examiners for PhD vivas, as well as developing a bespoke Psychology staff attitudes/perception survey. These measures will absolutely help us to accomplish the goals we outlined in the action plan, and hopefully even set us on the right path to thinking about an Athena SWAN Silver application in a few years’ time.”

When asked what she’s most looking forward to about leading the self-assessment team in preparation for the 2019 submission, Dr. Thandi Gilder said, “I am excited and passionate about the ethos of Athena SWAN, who can argue against an agenda that is about promoting equality? I am really looking forward to working closely with a fantastic group of people who make up the self-assessment team, and with my colleagues more widely. It is going to be really interesting to collect more data and get a sense of the department’s impressions of the ways that we already excel, as well as which aspects that we can improve. I guess one of the biggest challenges is the perception that Athena SWAN is only about women as opposed to promoting equality across the board. There are lots of things to get my teeth into and I’m ready for the challenge.”

Let’s wish Dr. Gilder and the Athena SWAN self-assessment team luck as they implement the Bronze action plan and work more generally to ensure Bangor’s School of Psychology provides a fair, equal, and supportive work and study environment for all students and staff!
Awel Vaughan

What do you enjoy doing outside of work?
Dwi’n berson cerddorol iawn, ac un o’r prif bethau dwi’n mwynhau y tu allan i r gwraith ydi canu mewn côr. Dwí’n aelod o Gôr Dre (côr SATB sy’n cwrdd yng Nghaernarfon ddwywaith yr wythnos) ac wedi cystadlu mewn amryw o gystadlaethau yng Nghymru a thu hwnt.

I come from a very musical family, and one of the main things I enjoy doing outside of work is singing in a choir. I’m a member of Côr Dre (an SATB choir that meets twice a week in Caernarfon), and have competed in many competitions in the UK and Ireland.

If you were asked to describe your teaching philosophy in 140 characters (a tweet) what would you say?
Sgwrs rhwng yr addysgwr a’r dysgwr ydi addysgu. Dylid ystyried lles ac adborth y myfyrwyr wrth ddatblygu ein dull addysgu.

Teaching is a conversation between the teacher and the learner. We should consider student feedback when developing our teaching methods.

What do you like the most about teaching?
Gweld cynnydd ym mherfformiad myfyrwyr. ‘Da ni’n ymroi lot o amser ac egni i’n dulliau haddysgu, ac mae’n grêt gweld cynnydd academaid y myfyrwyr o ganlyniad i hyn.

Seeing the progress that students make. We invest a lot of time and energy into our teaching methods, and it’s great to see the positive impact that this has on student performance.

It’s the annual school of psychology Christmas party. What do you make to eat/drink?
Dim byd! Dwí’n gogydd ofnadwy, felly rhoi cyfraniad ariannol at y diodydd y byddai’n gwneud!

Nothing! I’m a terrible cook, so I just contribute to the drinks fund!

Fay Short

What do you enjoy doing outside of work?
I am a bit of an obsessive fan of many genres so I enjoy reading/watching shows like Doctor Who, Harry Potter, Game of Thrones, Walking Dead, etc.

If you were asked to describe your teaching philosophy in 140 characters (a tweet) what would you say?
Every single student is capable of changing the world. My job is to give them a little nudge.

What is your best teaching memory?
One of my students contacted me after graduation to share some of the horrific experiences that she had suffered as a child and the ongoing therapy that helps her to manage life today. She said that she didn’t want to share these details during her degree because she didn’t want people to view her differently, but she wanted me to know after she graduated because I had made such a difference in her life while she was studying. This experience reminded of why I originally wanted to become a teacher.

Who in the psychology department is the best dressed?
Mike Beverley, obviously. He has a bow tie.

What do you like the most about psychology?
Psychology covers absolutely everything that connects to human beings in any way: politics, education, law, history, art... Everything can be explored through psychology, and this makes it one of the most fascinating areas of study for me.

What do you like the most about research?
Research is always revealing new and surprising things about the human condition, and we are constantly discovering that we were wrong about what we previously thought to be true.

Tracey Lloyd

What is your best teaching memory?
Recently, it was winning the best dancer award at the Alternative Awards Ceremony we held with our final year students.

What do you like the most about psychology?
I love the dynamism of the science and the fact that we can investigate all aspects of what it is to be human.

What do you like the most about teaching?
The people I teach. I have never wanted to do incredible, world changing things, but I would like to sit back one day and know that I had a part in the life of someone who will do just that. Working with such amazing potential and watching students grow and develop ideas and opinions each day is a real privilege.

What is your favourite thing to do in the area?
We have the most incredible scenery in North Wales. I like to be outdoors walking on the beach, taking in the wildlife in the countryside or just sitting quietly and looking at it all.
Caroline Bowman

What do you enjoy doing outside of work?
Walking in the mountains.

If you were asked to describe your teaching philosophy in 140 characters (a tweet) what would you say?
As students are now legally consumers, insights from consumer psychology enable us to best manage the staff-student relationship.

What is your best teaching memory?
One of my favourite things to do is grade dissertation presentations for Year 3 students. I always end up feeling really nostalgic that another year group are about to leave us, but more than that, I’m usually always so impressed at how far our students have come, and what our students have to offer, and that’s from the way they present to their understanding of complex research findings. Sometimes, it can be easy to question what advantage a degree can give students with regard to future prospects, but sitting through oral presentation sessions always reminds me why our students are able to compete for the very best opportunities.

What do you like the most about teaching?
So many things, but I especially enjoy working one-to-one with students in drop-in sessions; it very rewarding to share a breakthrough moment with a student who’s been struggling with course content.

Gareth Harvey

What do you enjoy doing outside of work?
Assuming I’ve not injured myself (which is always a big assumption to make) I love walking and climbing in Snowdonia and further afield. I’m sort of half-heartedly trying to climb all of the Welsh Hewitts (hills over 2,000ft) but considering how long I’ve lived in Wales, I really should have completed the list by now – maybe next year (although I’m sure I’ve said that before). I’ve bought a van and converted it into a camper van with the intention of having lots of climbing trips to Scotland and the Lakes, but at the moment it seems to get more use as a changing room after a swim or SUP on Llyn Padarn. Maybe once the heater is installed, these trips will become somewhat more attractive.

On a lovely summer’s evening, there is nothing I enjoy more than going out for a boulder with a few friends and a BBQ. Granted we might end up chatting and eating more than we climb, but that’s part of the joy of it. Oh, and if someone brought some cider along, so much the better. The last couple of years I’ve also been trying to learn to windsurf. I think I’ve pretty much got the basics, but I’m still definitely an enthusiastic beginner. I’ve bought all the kit (which has been clogging up the spare room all winter, along with all my other outdoor toys) but apparently, you still need to go out and practice in order to improve.

What is your best teaching memory?
It was my first year of teaching at another university and I was marking the first assignments the new students had handed in. One of the students who was a mature student, received a mark of around 20%. She’d dropped out of school, but she was now determined to get a degree – something that all of her friends and family doubted she could achieve. I sat down with her and explained exactly where she went wrong and what she could do to improve. Rather than being discouraged, she was so enthusiastic and determined to improve. Every time she handed in an assignment and got her grade back we’d sit down and analyse her assignment. Slowly but surely her marks improved and she got closer to that magic 40%. By the end of her third year she was nudging 50% and she ended up graduated with a solid 2.2. A 2.2. may not sound like a great mark, but she was ecstatic. She wasn’t the most academically talented student, but she’d worked harder than anybody I’ve ever taught, and she fully deserved her degree. Nobody had given her a chance, and virtually everybody doubted she could pass, let alone get a 2.2. It was a graduation I won’t forget in a long time!

What do you like the most about research?
What excites me most about research is seeing it make a difference in practice. Now, I fully get that for most researchers this is tackling some noble cause: finding a cure for dementia, develop interventions to encourage children to eat more fruit and vegetables or some such. My research is certainly less altruistic; it’s all about improving companies’ performance, but I love seeing how my research changes the decisions a company makes. Walking round a supermarket and knowing that my research has helped influence the layout of a store, the design of some of the products on the shelf or even a company’s pricing strategy is really satisfying. It may not result in an academic paper, but just seeing the results is action is enough for me.

Who in the psychology department is the best dressed?
Hmm, that’s a tricky one! I suppose I’m sucker for fancy cufflinks, so I’d probably go for Carl Hughes!
Fran Garrad-Cole
What do you enjoy doing outside of work?
Running (when my old bones allow it!)

If you were asked to describe your teaching philosophy in 140 characters (a tweet) what would you say?
If you can empower someone to believe that they can master anything they set their mind to, and provide them with the tools in which to do it, you never need ‘teach’ again

What is your best teaching memory?
Watching 16 year three (previously non-running) students on the Born to Run marathon module cross the finish line of the Anglesey Half marathon in completely foul weather after only training for 6 weeks. We taught them theories of positive psychology and applied them to a challenging goal (to run a marathon 18 weeks later) and as part of that, many of them signed up for the half. A half marathon is no mean feat and these guys were absolutely incredible. They believed us when we believed in them and they listened to, and applied, all the theories and tricks we taught them. It was positive psychology in action (literally) and I am unbelievably proud of each and every one of the students who took part in the module.

Who in the psychology department is the best dressed?
Emily Cross is a very snappy dresser and has some wonderful outfits. My favourite so far included bright coloured tights, hot pants and wellies for an exam board!

What do you like the most about research?
I have a real secret geek love for data. If fresh data come my way I find it very hard to put them aside whilst I work on something else. It is an absolute pleasure and a privilege to be paid to find things out that excite you about human behaviour, thought or interaction.

Judith Roberts
If you were asked to describe your teaching philosophy in 140 characters (a tweet) what would you say?
Teaching is an opportunity to learn from your students – somewhere amongst them are our future psychologists

What do you like the most about psychology?
I like the fact that we’re humans trying to figure out why humans behave in the way they do – it’s a challenge

What do you like the most about teaching?
I like the creativity it gives me when I design my lectures – there are so many ways ideas can be communicated.

What is your favourite thing to do in the area?
Walking in the forests and on the local beaches.
Nia Griffith

What do you enjoy doing outside of work?
As North Wales is one of the most beautiful places in the world, my favourite thing to do is to walk in the hills around where I live. I have also very recently purchased a mountain bike - so I’ve now started cycling in the mountains too, which is significantly harder than I had anticipated. I love food, so I do enjoy cooking when I have the time and I also love a good Brandy.

What is your best teaching memory?
Leaving my classroom briefly one day, only to return to find one of my students had stuck his face into the top of the cream sponge cake he had brought to share with the class. His face was covered in whipped cream… now he is doing a PhD in the department!

Who in the psychology department is the best dressed?
Dr Mike Beverley! That man can rock a tweed jacket and a pair of brogues like no other!

Steve Hosier

What do you enjoy doing outside of work?
Swearing.

If you were asked to describe your teaching philosophy in 140 characters (a tweet) what would you say?
Enjoy it.

What is your best teaching memory?
The first one.

Who in the psychology department is the best dressed?
Not a fair question.

What do you like the most about psychology?
I have a love-hate relationship with the diversity of what we study and how when you focus on one thing, you inevitably tug on a thread that links with a myriad other things in an elaborate spiderweb. Sometimes, that experience is a joy, sometimes it is infuriating because nothing is simple: in research or in teaching.

What do you enjoy doing outside of work?
Breathing, eating, sleeping, exploring the universe alongside a small person doing it for the first time, dancing in the lounge, pootling at park run, you know? - the usual.

Thandi Gilder

If you were asked to describe your teaching philosophy in 140 characters (a tweet) what would you say?
For me, teaching is about facilitating & inspiring ‘eureka’ moments – moments where a problem or concept suddenly all comes together.

What do you like the most about research?
That buzz when you are opening freshly collected data for the first time and waiting to find out what secrets it holds.

What do you like the most about psychology?
It’s the annual school of psychology Christmas party. What do you make to eat/drink?
Lucozade.

What is your favourite thing to do in the area?
Walk around.

What is your favourite piece of research?
Anything by Nick Heather or Kate Carey.
What is the TEF

Teaching Excellence Framework

by Sue Clayton and Fran Garrad-Cole

The Teaching Excellence Framework (TEF) is a new government initiative designed to recognise, reward and improve teaching excellence in Higher Education providers across the UK. On 22 June 2017, institutions were awarded Gold, Silver or Bronze ratings for their teaching quality across the whole institution. The TEF has generated much controversy across the sector, partly because in England it is linked to an increase in tuition fees. This is not the case in Wales. The decision taken by Bangor University to participate in the TEF was in order to help shape the future development of this initiative and because TEF provides an opportunity for our excellent provision to receive UK-wide recognition.

How is the TEF assessed?

There are three assessment criteria in the TEF:

Teaching quality
Learning environment
Student outcomes and learning gain

Universities were assessed against these criteria through six core metrics and a 15 page Provider Submission. The metrics are based on scores from the National Student Survey (NSS), non-continuation rates, and information from the Destination of Leavers from Higher Education (DLHE) survey. The 15 page Provider Submission was required to demonstrate the impact and effectiveness of teaching initiatives across the university.

Who assessed Bangor’s submission?

Assessors and the TEF Panel members (trained and appointed by the Department of Education) looked at each institution’s TEF submission. The assessment process took part in three stages:

1. Provider applications were allocated to Assessors, who assessed them independently. Each application was read by at least two academic assessors and student assessor, of which one was a Panel member.

2. Panel members and Assessors joined together for a week to assess TEF applications. The individual three Assessors jointly sought to agree to a rating of Bronze, Silver or Gold, or identify the case as borderline. Groups of nine then considered applications and made recommendations to the TEF panel.

3. The TEF Panel collectively made the final decision of a TEF rating of Bronze, Silver or Gold and provided an accompanying statement for each application.

Bangor found out its official TEF rating when the statistics were released nation-wide on 22 June – and we were delighted to receive a gold ranking! Overall, 45 colleges and universities received the top rating of gold, 67 institutions received a silver rating, and 25 institutions received a bronze rating.

While Bangor awaited the panels’ assessment of our submission, we had time to reflect on what we learned from the process. Certainly, engaging with the TEF and looking at all three criteria in relationship to each other has enabled us to feel pride in all aspects of our education provision. As the TEF continues to develop, we hope it will help focus our attention and energy on further developing the education experience for students, articulating what is distinctive and valuable about education at Bangor.

Top Ten TEF Highlights!

1. An average of 98% of Bangor Employability Award holders (from 2012-2015) and 94% of Employment Hub Participants go on to employment and further study.

2. We are the most international of Welsh universities in terms of staff and students – we also offer 120 degrees with International Experience.

3. More than three-quarters of Bangor’s research was recognised as either world-leading or internationally in the most recent Research Excellence Framework.

4. Bangor is the only Welsh University to have achieved student satisfaction scores above 90% and been in the top 10 for student support for the last three years.

5. Our sector-leading approach to teaching development has been recognised by the award of three successful Higher Education Academy projects in the last three years.

6. We teach the greatest breadth and volume of Welsh medium higher education anywhere, providing 42% of all Welsh medium teaching in Higher Education.

7. In recognition of our role in developing students to fulfil their potential, statutory bodies have accredited 144 of our undergraduate degrees.

8. We have student representation at 100% of our academic boards of study and students review 100% of our programmes through the revalidation process.

9. Every student is offered the opportunity to study Welsh, French, German, Italian, Spanish, Chinese (Mandarin) or Japanese for free through Our Languages for All programme.

10. We are the only public funded University to have made membership of all Students’ Union clubs and societies free. ‘As a Students’ Union... we can attest to the innovative teaching, investment in resources, development of students as partners in areas such as Curriculum Design, and its delivery of outstanding pastoral support’.
Meet Our Latest Fellows of the Higher Education Academy

Senior Fellow of the HEA – Dr. Rebecca Sharp

1. Describe your (teaching) role in brief (what modules/subjects do you teach; UGs or Masters students?)

I am the Course Director for the MSc in Applied Behaviour Analysis, on which I teach a module and guest lecture on other modules. I also teach PPP1007 Learning to be Happy and PPP2015 Behavioural Psychology in undergraduate psychology. My speciality is behaviour analysis, and I am particularly interested showing students the breadth of behaviour analysis and wide application to a number of areas (e.g., applied animal behaviour, dementia, brain injury) in my teaching.

2. Why did you decide to become a teacher?

It is a privilege to be involved in higher education. I have always wanted to be at the forefront of advancing science and encouraging the bright young minds that will advance the science of psychology.

3. What do you like most about teaching?

There are lots of reinforcers for teaching, and I particularly love interacting with students from a range of backgrounds. Sometimes, you see a student have an ‘ah-hah! I get it!’ moment, and this is most rewarding. Being able to provoke thoughtful and challenging discussions is one thing I love about higher education teaching.

4. What have you learnt from teaching / what have your students taught you?

I am a huge musical theatre fan, and teaching always reminds me of a quote from The King and I: “It’s a very ancient saying, but a true and honest thought, that if you become a teacher, by your pupils you’ll be taught.” A teaching relationship is reciprocal, and this is what makes it such an important relationship to nurture.

5. What advice would you like to give future teachers?

Think outside the box. Teaching is fun, and can be delivered in a huge variety of ways. I think that we are obligated as teachers to keep pushing the boundaries of our practice, and to seek innovative ways of teaching that benefit our students.

Mihela – teaching.

1. Describe your (teaching) role in brief (what modules/subjects do you teach; UGs or Masters students?)

Presently I am the MO for two modules. I teach Developmental Psychology to Year 2 undergraduate cohort of over 300 students, and Topics in Child Health and Wellbeing to around 20 MSc students. I have one PhD student, Ellie, who is in her final year, and a couple of prospective students hoping to start their PhD in the autumn.

2. Why did you decide to become a teacher?

Before completing a Psychology degree and PhD, I also studied civil engineering, fine arts, and product design. In other words, I have chosen to spend many years attending classes and enjoying learning different things. Gradually, I also got into teaching and found it just as exciting and stimulating.

3. What do you like most about teaching?

Teaching is a great profession – it allows me to keep learning and to share what I know with others. It helps that I am genuinely interested in people and like to talk a lot. A side benefit is that I will never have to grow up and leave Uni. Being a good teacher takes practice and quite a bit of thought, but it is worth it in the end.

4. What have you learnt from teaching / what have your students taught you?

I have been learning that continuous improvement and change are at the heart of all good teaching. I am always looking for new ways to motivate students and to help them understand the topics I teach, which deal with the things that I care about. Over the years, I have met so many remarkable people who have also been my students. They taught me a lot about tolerance and kindness.

5. What advice would you like to give future teachers?

Learning to teach well takes time and practice. Most of us do not have shiny personalities that attract attention and adoration. That is fine. Students respond with appreciation and warmth to those teachers they perceive as genuine, enthusiastic, and knowledgeable. Having said that, to keep attention and interest in class, especially in a large class, a bit of theatre is also needed.
What is the sky garden?
The sky garden (AKA Guerrilla garden) is an attempt to enliven one of the ‘tropical’ glass corridor in Brigantia. The garden currently houses tomatoes, peppers, aubergines, a few herbs and flowers, and an experimental cucumber—experimental because cucumbers are not self-fertile and require some help from insects, which are in short supply, (we thought we might not be very popular if we installed a bee hive).

Where is the sky garden?
On the second (third if North American) floor of Brigantia in the greenhouse-like link corridor

Why did you start the sky garden?
Many people had commented over the years on both the bareness of the corridor and its similarity (during the summer months) to a greenhouse. One of the guerillas suggested that it could provide a useful outlet for the excess plants that we produce in spring and summer as well as fresh, tasty produce for Brigantia foodies.

What’s the best part about the sky garden?
As well as preparing for a potential post-Brexit apocalypse, it has provided an interesting subject for discussion within the school and it makes the corridor smile divinely like tomato plants! It also gives the guerillas the satisfaction that their excess plants are finding a productive home and that the resulting harvest can be appreciated by everyone. It addition, the sky garden supplements our lunches, particularly during tomato in season. Nom, nom!

What’s the biggest challenge with this project?
The extreme fluctuations in temperature are one significant challenge. The temperature range can be in excess of 20 degrees in any 24-hour period and most plants struggle with this. There are venting windows, but these are out of reach and opening them requires help from our colleagues who have undertaken the ‘ladder awareness course’ (safety first!). We have also found that our plants do become rather leggy. Whilst this may be in part due to the somewhat less than summery summer we experienced last year, the building also curtails our light (apparently the designers did not think about how any reasonable resident of the building would want to garden in the glass corridors). Watering can be time consuming and is best done early in the day before the temperature has gone into the 40’s.

How can interested individuals help out?
This is a crowdfunded project. We provide the plants but we appreciate help with the cost of compost, seaweed feed, etc. Anyone is welcome to contribute money or time – and the reward is harvesting the bounty! Contact Caroline or Kami for more details.

How does drinking lots of coffee in the top floor kitchen help the garden?
We take the used coffee grounds and compost them. They add nutrients to the soil and keep the plants awake so they can produce more fruit and veg!!

Anything else you’d like to add?
When we first moved here the Menai mussels and other seafood were exclusively exported to the continent (those French have taste) and one couldn’t buy local seafood and fish. Things are changing slowly and there are now more restaurants that make a point of sourcing local food as well as a greater number of markets and outlets that guarantee local produce. There is something very special about eating locally sourced, fresh food. Even more so if it is home grown - somehow the hours of hard work and labour in nurturing the plants appears to fill the fruit and veg with extra flavour and nutrients. Pick up that spade and come join us in celebrating our locale!

thank you!!!!
Mike Fanelli, champion marathon runner and coach, tells his athletes to divide their race into thirds; “Run the first part with your head, the middle part with your personality, and the last part with your heart”. Sage advice; particularly if you are a third year psychology student, preparing for one of the final milestones in your undergraduate experience - running the Liverpool Marathon.

For many of our undergraduates, the concluding semester of third year is a time of uncertainty – not only are you tackling the demands of the dissertation and battling exams, but you also teeter on the precipice of an unknown future, away from the embryonic comfort of Bangor. The academic atmosphere during the final weeks in May provides a heady emotional cocktail of sleep-deprivation, achievement and stress. Yet twenty-two students managed to balance already challenging commitments with training for a marathon, as part of an 18-week module based on principles of goal-setting, motivational and positive psychology. None of the students had completed a marathon before, in fact, most had not run further than 5k prior to their first Born to Run induction.

Rewind several months, and I am sitting in Brigantia 213, listening to my PhD supervisor John and his fellow academic Fran discuss their plans for what the grapevine were calling ‘the running module’. They asked me if I would be involved in the module and deliver one of the classes on a topic from my PhD. I was also invited to complete the physical challenge alongside the students and run the full 26.2 miles with them in May. For me this sounds like heaven - fresh from my first summer spent in the office rather than sailing instructing at the beach, and a keen runner myself, I am delighted by the prospect of applying psychological theory in a very practical way. But, I have to admit, it also sounds a bit crazy. This would be the first course of its kind to reach the UK.

At this point, it was easy for me to relish the gamble of this venture, but as neither module organiser nor student my experience was unique. My participation did not place my professional reputation on the line, or have the potential to significantly impact the outcome of my degree. I didn’t have to publicly commit to such a challenging goal, or face the prospect of feeling humiliated should my visions of glory crumble upon the advent of the marathon.

In actual fact, my own journey to the marathon was tough. I wildly underestimated the amount of time and energy marathon training would demand and in the penultimate month I was often ill as a result of some LISD (long, immune...
system depleting) runs. This led me to question my own involvement and ability, so I can only imagine how Fran, John and the ‘Born to Runners’ felt trying to balance the physical and time challenges of marathon training, along with the aforementioned risks. The danger in this kind of practical application is that when things fail, this failure is highly visible. It would be easy to reduce ‘success’ into a binary distinction of running or not running on race day.

Yet this perspective would very much miss the point. The aim of the module wasn’t to complete a marathon, but to cultivate attitudes and strategies that facilitate effective goal pursuit. To coin another inspirational phrase plastered across my now heavily running populated Instagram, to “set a goal so big that you cannot achieve it, until you grow into a person who can” (anonymous). Not every student ran the marathon on 28th May, but for the thirteen that did, the three who ran the half, and those who didn’t run at all, the lessons on perseverance, and resilience demonstrate that failure is not final but is merely a step along the road to success. Every student has grown as a result of this module, there is no timescale on personal development, and I am without a doubt that the strategies these students now have will stay with them, and guarantee their future success.

Therefore, the message from the Born to Run module is essentially one of courage. T.S. Elliot once said “only those who risk going too far can possibly find out how far one can go”. This statement rings true on multiple levels: witnessed in the students’ bravery in publicly committing to such a challenging goal; in John and Fran’s professional risk; and in both the mental and physical ardour that not only running, but also training for, a marathon takes. But it was so, totally, worth it.

Born to Run module on my own personal and professional outlook has been profound. Ultimately, with the right motivation and attitude, the seemingly impossible becomes achievable. However that doesn’t mean it doesn’t take a carefully cultivated reservoir of strategy, support and effort. Whilst the recollection of my own third year is still fairly fresh, I have been able to peep around the curtain that separates student and teacher, to witness what really goes on behind the design and delivery of a module. What I saw was the incredible impact that setting high expectations balanced with warm support and strategic expertise can have on student engagement. Most importantly, I saw how bringing your passion into the classroom can transform the learning experience, to have a truly significant impact upon someone, transcending both their academic and personal life.

This is clear to see in the students’ own reflections;

“The real world application of the module is so engaging. It’s transformational, and beats any other module. I think positive psychology deserves more recognition and this module does that.”

“Not only was the lecture material interesting and often unique, but applying the theory to our personal lives has certainly helped me grow as a person. I left every lecture and seminar feeling elated, as - not only were the class/lecturers abundant in support and positivity - but the content of the lectures themselves also emphasised what we can accomplish by just altering our perception of challenges. This module is something I will honestly remember for the rest of my life.”

“It has taught us to rise to difficult challenges, to never give in, to find enjoyment in putting the effort/time into hard work and, most importantly, it has taught us to be compassionate to ourselves and others”

So to return to Mike Fanelli, the final stages of the module, as well as the marathon, are about the heart. The technical strategies the students have learnt provided for the first few miles, the traits they have been encouraged to develop for the next. But in the final part, when delirium sets in, it is the emotional bond created by such a challenging yet supportive experience that gets you through. The pleasure I felt at eventually crossing the line was multiplied immeasurably by being able to share this experience with the others I have seen develop over the semester. I will be forever grateful to one student, Patrick, for pulling me through that last mile, and forever in awe of Fran, John and the first ever Born to Runners.

So whilst it might be too late for most of us to become Olympic athletes, it’s clear that if we sign up to the Born to Run module next year, we can take on a marathon. Who’s with me?
Engaging with the Apocalypse...

Calling all Undead Elimination Advisors and Resurrection Prevention Leaders to enter the gamified world of Behavioural Psychology!

by Rhi Willmot

Dressed in combat trousers and steel-capped boots to authenticate my appearance as a ‘Viral Extermination Agent’ I watch the astonished faces of our second year students as they enter their lecture hall. Commander Rebecca Sharp paces across the stage in her own military garb, whilst my fellow students Kate, Zoe and Kaydee distribute brown envelopes emblazoned with ‘Top Secret’ amongst the class. Dr. Stacey Hunter marches down steps and across rows, cutting through a sea of bemused whispering to ensure absolute silence.

Perhaps this scene could do with a little elaboration - innovative and unconventional, the ‘zombie module’ exploded onto the stage of PL5 last September, as surprising as the eruption of an undead hand, breaking the surface of cracked earth. A lesson in behavioural psychology transformed, we had spent the past several weeks planning an exercise in gamification - the application of game-like elements to non-game contexts, such as the lecture theatre.

Think points, missions, levels and incentives, all cloaked in the engaging narrative of a zombie apocalypse. Seeded by email transmissions, whispers in the corridor and the sudden appearance of bright yellow warning signs on Blackboard, pre-semester curiosity for the module ran high. Beginning their journey at Base PL5 - the last last safe location left in Bangor - our students-turned-civilians were offered the chance to join either the ‘healer’ or the ‘combative’ team, from which point they could progress through the ranks of their chosen career by completing various course-related challenges. The ultimate aim? To avoid becoming ‘infected’ as a consequence of low attendance and engagement.

From my own adventures into the world of gamification, I have repeatedly observed that effective gameful design is about more than just a few points and prizes. Employing incentives in isolation can certainly have impact, however these effects are transient, and lack passionate engagement. For me, this is what set the zombie module apart. The mammoth effort Rebecca deployed in combining core behavioural techniques with an emotionally engaging and continually evolving storyline made for a truly immersive experience.
A lover of song, dance and theatre, Rebecca drew upon both her thespian background and contacts to truly revolutionise the classroom. Costumed corporals and made-up medics scanned students into every lecture, the course materials were themed throughout, and emergency transmission videos communicated educational challenges. The students were also presented with dramatic choices which influenced later stages of the game, at one point choosing whether to let a young girl into the base and risk mass infection, or to leave her out in the cold at the hands of the zombies. (For those interested, the utilitarian decision to exclude the girl was selected en masse. Unfortunately, she came back later in the module to infect the second in command. Oopsy!) The theatre and curiosity built into the design of the course was a key part of its success - students were keen to find out what new development would take place in their next lecture.

A further strength of this module was the synchronicity between both gamification techniques and course content. Whilst in some situations one might worry that a gamified module could distract learning rather than enhance it, this experience was the perfect platform via which to teach core behavioural psychology principles. Students could learn about different schedules of reinforcement, whilst practically observing these concepts play out in the incentives they were offered, living and learning their lecture content at the same time. This presented the class with the unique position of being able to reflect on their own experience of behavioural principles; their personal involvement informed a deep appreciation and understanding of what might make a behavioural technique effective, and why.

Preventing an entire cohort of students from succumbing to a zombie apocalypse turned out to be no mean feat. But Rebecca’s determination and guts to push the boundaries of current pedagogy ensured a truly memorable adventure into the world of behavioural psychology for all involved.

Operation Zombie required a positive arsenal of skills from effort to make-up artistry, and strategy to scriptwriting. This was a fantastic example of how theoretical expertise and recreational passion could combine to create an experience that inspires and energises students to perform at their best. So without giving too much away, my message to next year’s second years, is prepare for academic adventure!
Where Are They Now

Jenny Waymont

Current role
I’m currently working towards a PhD in Medical Imaging at the University of Aberdeen, and have been here since October 2016. I work in the Lilian Sutton Biomedical Imaging Centre, which is located in the Aberdeen Royal Infirmary, so my office is in the hospital, in the radiology department.

My research is focused on the automated detection and analysis of life-course determinants of brain lesions in the Aberdeen Children of the 1950s (or the ACONF cohort). It basically means getting computer programmes to find brain lesions. We’ll always need radiologists to read brain scans, but my research is about finding an efficient way to detect lesions in large sets of data that may be used in things like clinical trials for dementia research. Our cohort have had data collected on them since before they were even born, so we have a lot of perinatal and early life data, data from their time at school, and then further data that’s been collected throughout their lifetime, as well as more recent brain MRI scans. The lesions I’m looking at are age-related, so we’re really interested in why some people’s brains seem to age better than others, and ultimately what causes some people to develop dementing disorders while others have little to no cognitive decline at all.

What degree/masters did you do in Bangor?
I did a BSc in Psychology with Clinical and Health Psychology, an MSc in Psychological Research, and then an MSc in Neuroimaging.

What do you miss most about Bangor?
I was born in North Wales, so I’m missing the Welsh language and even just understanding the locals... I haven’t completely got a grip on the Scottish accent or dialect yet. I also miss not being able to leave the house without running into someone I know!

What is the most valuable thing you learned in Bangor?
I spent 5 years at Bangor, so it’s hard to narrow it down to one thing. Academically, I’d say the most valuable thing I learnt is that when your experiment doesn’t turn out the way you thought it would, that often gives you more to work with than if it had all gone to plan – don’t give up at the first hurdle. On a less academic note, I learnt the hard way that when the computers are replaced in the Wheldon, Tracey will not rename the room to ‘The Jenny Waymont Centre for Computational Excellence’, even if you also provide the Welsh translation.

Laurel Fish

Current role
After studying at Bangor University, I moved to London to complete a Msc in Neuroscience at King’s College London. Upon finishing my Msc I started working at Birkbeck University of London’s Centre for Brain and Cognitive development as a research assistant, where I am currently employed. My role involves helping a team of scientists using neurocognitive measures to investigate the early development of Autism and ADHD in infants aged 5 to 15 months. On a daily basis, I am either in the BabyLab helping run fun experiments with the infants or at my desk pre-processing the EEG data we have collected.

What degree/masters did you do in Bangor?
I completed a Bsc in psychology with neuropsychology and conducted my final year project in a neurocognitive lab (Prof. Cross’s Social Brain in Action Lab) investigating how humans learn movement sequences.

What do you miss most about Bangor?
I miss the closeness of the community in Bangor, it’s a stark contrast to London. I met some brilliant people during my time there, some of whom I am still in contact with daily.

What is the most valuable thing you learned in Bangor?
You reap what you sow. During my time in Bangor I worked very hard for all my exams, I completed an internship at Bangor during the summer of my second year, and during my third year I threw myself into my project. Not only did I love every moment of it but I graduated with First Class Honours and became a published scientist during the process.
Could you please tell me a little bit about your current role?

I am currently a PhD student at the University of Manchester, funded by the BBSRC. My PhD title is “The Biological Effects of Stress on Memory During Healthy Ageing” and as part of this I plan to explore how and why people are affected by stress differently. For this I will be examining why some people are relatively unaffected by stress yet others suffer cognitive impairment because of stress. While examining high and low stress reactive individuals I will explore different levels of memory impairments that occur between the groups as a result of stressful situations. I also plan to use multiple magnetic resonance imaging methods (MRI) such as diffusion and spectroscopy, to explore structural, connectivity and neurotransmitter differences between high and low stress reactive individuals in an attempt to explain what causes these behavioural differences between high and low stress reactive individuals. I will finally be testing to see if these differences in stress reactivity change between younger and older adults.

What degree/masters did you do in Bangor?

My undergraduate degree was BSc Psychology with Neuropsychology and my master’s degree was MSc Neuroimaging and that was funded by the Athena Swam Women in science bursary

What do you miss most about Bangor?

There are 2 very important things I miss about Bangor. First are my friends, both staff and student, who made my time at Bangor incredibly enjoyable and supported me through my studies and encouraged me to become the badass female scientist I one day hope to become. Second is the sea. I didn’t realise until I moved back to landlocked Manchester just how much I appreciated seeing the water every day. I however do not miss the perilous hills dividing upper and lower Bangor and the monstrous seagulls that terrorise the area (pigeons are so much smaller and much less vicious!).

What is the most valuable thing you learned in Bangor?

There’s actually a whole list of hilarious, slightly stupid yet incredibly valuable thing I learnt in Bangor. But to keep it short I’ll say that the 2 most valuable things I learnt at Bangor. First is to be enthusiastic about my work and to work with people I get along with. There’s very little point researching something that you’re not interested in. If you are enthusiastic about your work, the motivation to do the research comes easily and when everything goes wrong, you still have the motivation to fix it rather than give up on it. Also, getting on with the people you are working with will help when going wrong because you’re all in the same boat- so at this point it’s important you all ditch work and go for lunch in the pub, before picking yourselves back up and tackling the problem in the afternoon. Importantly though, getting along with colleagues in the lab does not necessarily mean always agreeing on everything- but that’s good! Respecting others opinions and contrasting viewpoints allows for plenty of theoretical debate that ultimately leads to better study design to test such theories.
An interview with Dr. Frances Garrad-Cole

about her role as Deputy Head of Psychology for Impact. Dr. Garrad-Cole was also recently awarded a Higher Education Academy (HEA) National Teaching Fellowship.
To begin I would like to ask you to explain a little bit about what exactly impact means in this context, and what your role is?

Yes of course. Essentially as an academic there are three areas in which you can influence the world; one is obviously to develop your research and find out new and exciting things. The second, but possibly most visible, is to be able to convey that and educate the next generation about these exciting things and foster their interest. The third one (which is where I come in) is impact.

Now basic science is basic science - finding things out is fantastic; and the reason the world has evolved and developed is from finding things out. But it is important that, as researchers, even as pure scientists/researchers that we think about where that basic science can be used, or where can that science be applied. So even if you’re looking at very specific elements of cognitive psychology it is important to think about where, or by whom, those findings might be used, in order to benefit the broader population. Many researchers are funded by big research grants or organizations: a lot of which is public money, so I think it is kind of a ‘moral obligation’ to try and ensure that the science could benefit somebody in the long run. So that is essentially what impact is: how will this science (or this research) impact on the broader population whether it is society, education, health, wellbeing, politics and so on.

My role, with regard to impact, works in a few different ways. One is to make sure that the world finds out about what we’re doing. So, our publicity, or our outward facing impact. Secondly: how we inform each other within our department and within the university about what we’re doing and see if we can make connections with other researchers to improve our impact or the value of our research. The third element, which is probably the most important element (most of the time), is the Research Excellence Framework (REF) submission. So, as you know, there is REF in which the quality of our research outputs are rated in order to have a metric of how good our department is. A large portion of that (so 20-25% of that evaluation) is to do with impact. We have to submit a number of ‘impact case studies’ as part of the REF evaluation. We have researchers doing applied Psychology, or basic science that can be brought into applied Psychology, and one of my jobs is to identify three or four really good examples of how the science being generated in Bangor Psychology has influenced and improved the outside world. So in the last REF we had things like the Food Dudes as a case study.

So its stuff that has started from basic science in the School and has been built and built and developed, and lots of research has gone in, lots of grant money has gone in, lots of contacts have been made and gradually it has got bigger and bigger and the end game is that, I suppose, it gets adopted by policy or protocol in the broader world and is taken up as the norm. And it all comes from the science that happened in someone’s office here in Psychology.

That’s really interesting! So essentially you facilitate that kind of link between scientists and… everyone else?

Yeah I suppose I’m kind of like a little moral rudder to kind of keep people thinking about it! Because you know everyone’s snowed under and if you’re really into research it is hard to find time for research, if you’re really into research it is hard to find time for teaching and you’re spinning plates all the time. My job is to keep impact on the table, keep people thinking about impact. How is this work you’re doing useful to someone else? And actually, more importantly, a lot of the funding agencies now are asking for an impact statement in their funding applications. How will this science improve the world? Who will this contribute to? Why is it relevant? I think as researchers, and students as well, the final question on your papers is always ‘and therefore...’ and how can this be used. And in your dissertation presentations the best question is always “and who might use this information, and why?” You know it is really important that you haven’t just found something out, you have found out why, and it doesn’t need to be directly applicable right there and then but you need to think about which sort out people might use that knowledge in order for it to become applicable.

So my job is to kind of keep people thinking about that, also once we have identified the potential cases for REF my job is to keep in touch with those people and help them gain whatever they need to progress their impact cases. So it might be they need some money for a postgrad or intern to come work for a few months and just collate the information, or just go through databases so we can get together the evidence to show the impact of the work. So I sort of liaise between those case studies and the school Exec and the finance department and try and make their case and feed back to them what we can and can’t do to help them. I also think about impact training for postgraduates, so liaising with the postgrad committee, the PGT people, with Paloma to see if we can get postgraduates thinking about impact as they’re doing their research, so that they’re ready for thinking about this as the norm when they’re independent researchers. And yes, also this kind of external face - so I suppose longer term thinking about any events, publicity in that sense, in collaboration with marketing in order that the world at large gets to know how fabulous we are!

Last question (I promise), as I said when I came in, I think a lot of people aren’t 100% sure on what impact is. So I was wondering, is there anything you would like to get across to people about impact?

Essentially what I said at the beginning – basic science is fabulous and the researchers behind it are fabulous. But its just being aware, I suppose, of the privilege we all have to be able to research the thing that we feel genuinely passionate about. For a lot of people that is already entrenched with “and how can this help people?” That’s a large part of why they’re doing it. For other people they are just genuinely passionate about the science they’re doing, and that’s fantastic as well; they have fantastic brains, and they are inspirational and amazing. But I do think that it is important that we recognize how privileged we are to be able to do that job, and therefore try to think about how that amazing cleverness can be used to help other people as well. Even if it is not directly by us. Academia shouldn’t be just a separate industry, it is part of the community, it is part of everything.
Bangor Psychology in the News
A snapshot of news highlights from Bangor’s School of Psychology publicised by Bangor University more broadly (June 2016 – Dec 2017)

1. Bangor PhD Leanne K Simpson has had over 450k reads for her article published via The Conversation which include:
   • A century after the Battle of the Somme can we finally explain shell shock? (June 2016)
   • How operational deployment affects soldiers’ children (June 2017)
2. Bangor University launches a (first of its kind in the UK) postgraduate programme on Positive Behavioural Support (June 2016)
3. Want to develop ‘Grit’? Take up surfing! – Article from PhD Rhi Wilmot in The Conversation was read around the world. (July 2017)
4. Dr. Rudi Coetzer’s book ‘Working with Brain Injury’ wins the prestigious BPS Book Award 2016! Dr. Coetzer is jointly appointed at Bangor University and Betsi Cadwaladr Health Board.
5. A project supported by Bangor University which involved the development of a new app which helped connect those affected by dementia and researchers is adopted for a new initiative to support dementia patients and their carers! (August 2016)
6. Led by Bangor University’s Prof. Judy Hutching in the School of Psychology, a ground-breaking new study has been launched to test the Incredible Years parenting programme in order to support families affected by autism! (October 2016)
7. A 1.5M Euros funding from the ERC has been granted to Dr. Kami Koldewyn and her team of researchers in the School of Psychology in order to understand the cognitive neuroscience behind the “Social Brain”! (November 2016)
8. Under the supervision of Prof. Jon Parkinson, PhD candidate Kate Isherwood will be researching on the use of Positive Psychology and Behaviour Change techniques in order to improve workplace well-being and individual job prospects in Rhyl!
9. “Gamification” of an undergraduate Behavioural Analysis module by Dr. Rebecca Sharp has been a thrilling change for students, engaging them in learning! (December 2016)
10. In order to help children and adults in Bosnia and Herzegovina to eat better and move more, Dr Mihela Erjavec from the Centre for Activity and Eating Research (CAER) at Bangor University’s School of Psychology has been invited to take part in a project led by the World Bank. (March 2017)
11. Prof. Emily Cross was invited to talk at the European Research Council’s 10 Year Celebrations Conference to share about her starting grant project on social robotics. (April 2017)
12. Pioneering research led by Prof. Charles Leek at Bangor University has demonstrated the potential benefit of computer games for patients with dementia. (April 2017)
13. The School of Psychology paired up with Iranian mental health experts and organized an international workshop in Dubai from 25th till the 27th of April, 2017
14. How to stay mentally healthy in older age? Prof. Linda Clare at Exeter University, formerly at Bangor, conducted a large-scale investigation which evidenced that being engaged in challenging and stimulating activity in early or mid-life led to higher resilience to changes resulting from old age. (April 2017)
15. A workshop titled ‘Handwriting in Children with Dyslexia and DCD: A Workshop for Practitioners’ was organized by the Bangor Literacy Lab at the School of Psychology led by Dr. Markéta Caravolas to address handwriting difficulties in children with developmental coordination disorder and dyslexia. (May 2017)
16. New research led by Prof. Robert Rogers will address the adverse effects of gambling behaviour throughout Wales. (May 2017)
17. Is talking to yourself a sign of mental illness? Expert Dr. Paloma Mari-Beffa thinks otherwise! & her article in the conversation has been read by over 280k people!
18. Bangor University has introduced a new Masters course in Counselling to create a new skilled generation of counsellors to support those in need. (Sept 2017).
19. Prof. Emily Cross has been invited to join a prestigious group of young European scientists, the Young Academy of Europe, which encourages networking and scientific exchange, and stands to be a force of positive change and scientific progress in Europe and the world! (Sept 2017)
20. Implementing MBCT - An implementation guidance website has been developed using the findings from the ASPIRE project to support NHS (Oct 2017).
21. Feeding time at the robotic petting zoo - The public interacted and fed ‘animals’ in the shape of little vacuuming robots, each one with a distinct personality and all vying for special ‘robot food’. (Dec 2017)
Celebs of Bangor

Catherine Sharp

During the 1st year of my PhD I completed media training hosted by the University. This was a great experience and provided insights into the do’s and don’ts when engaging with the media. Since then I have been fortunate to disseminate my research during national and local radio interviews and be included on national news and a short television series. This experience has increased my confidence in engaging with the public about my research, to consider how I phrase information, and importantly to identify what the key messages are from my research when you only have 3 minutes. I would highly encourage PhD students to seek media training and participate in media activities as early as possible in their career. The top tip I learned on the course was when you are being interviewed, ask to see the questions first as you are in your right to say that you are not willing to answer a particular question or discuss a particular topic that you are not comfortable with. I have done this, and it was fully accepted. Best of luck!

Leanne Simpson

Writing for the Conversation

Writing for The Conversation is not only a great way to build your profile as an expert in your field but also a good way to demonstrate your ability to write well – useful if like me you don’t have any publications yet. I have had a lot of fun over the last year writing a variety of articles, with a number of them republished by national newspapers. There are few key elements you should keep in mind if you want to have your articles republished far and wide:

1. Hitting the Right Note. 80% of readers are not academics so write in plain English it will also give you the best chance of republication.

2. Be First. Try and be one of the first to write about the topic or put a different spin on a story that has been overlooked by media outlets.

3. Timing is key! Try and publish your article a few days before a key event that will receive media coverage. If you time it right you could save a journalist from having to write an article, instead they will just republish yours, yay!

Writing an article really doesn’t take that long and while some academics look down their noses at these sorts of articles for me it’s just great to at last have more than my supervisor reading my work. In fact, I have over 445k readers so far, not bad for only a couple of hour’s work, why not give it a try yourself?
From its humble beginnings on London’s Southbank in 2011, Soapbox Science has grown in size, scale, and prominence over these past 6 years. Founded by evolutionary biologist Dr. Seirian Sumner and ecologist Dr. Nathalie Pettorelli, the idea behind Soapbox Science was to provide a novel public outreach platform, similar to Speaker’s Corner in Hyde Park, to promote women scientists and their research. At each Soapbox Science event, you will find an eclectic group of female researchers spreading their love of scientific research from their soapboxes, ranging from PhD students all the way to full professors. As these events take place outside in busy public places, the traditional lecture format (i.e., PowerPoint) simply will not work – instead, you’ll find these enterprising ladies of science capturing public interest in their work with hands-on experiments, interactive demos, and fantastically engaging anecdotes.

For the first three years, the event was held in London only and featured 12 leading female scientists selected from a nationwide competition. Steph Dolben, a fabulous colleague who used to work in research support in Bangor Psychology, suggested that I apply for this event in 2013. I was equal parts delighted and terrified to be chosen to present my work in on a hot and sunny July afternoon on London’s Southbank. However, as soon as I stepped onto my soapbox and started leading the gathering crowd in dancing the Macarena, I could tell that the motley mix of locals, tourists, students and science enthusiasts of all stripes were really into learning about the neuroscience supporting action and perception links. Time simply flew by, and before I knew it, the hour preaching my own particular brand of science from atop my soapbox has passed!

By the next summer, Soapbox Science momentum was rapidly gaining pace, with additional events in Bristol, Dublin, and Swansea joining the London Southbank event in 2014. Bangor Psychology sent 3 representatives to their soapboxes in 2014 to share their enthusiasm and research findings on smiles, social brains and left

Bangor Soapbox Alumnae (and twitter handles, if relevant):

2013 – Emily Cross (@brain_on_dance) - London
2014 – Erin Heerey - London
Leah Johnstone (@LeahJohnstone) - Swansea
Kami Koldewyn (@gnomicbrain) - Swansea
2015 – Anna Beres - Swansea
2016 – Dilini Sumanapala (@DiliniEs) – Cardiff
Shanti Shanker - Exeter
2017 – Cat Atherton (@cat_atherton) - Bristol
Pippa Beston (@pippabeston) - Swansea
handedness. The following year saw even more growth, with additional events being held in Exeter, Manchester, Newcastle, Glasgow and Belfast. The roster of cities hosting Soapbox Science events grew further in 2016 to 14 spread throughout the UK, plus the first international Soapbox Science event, held in Brisbane. Celebrating its 7th consecutive year, Soapbox Science 2017 will be the biggest and most international year of events yet, with events in 19 UK and international cities, including Berlin, Toronto and Townsville, and 4 new Art & Science events. As with every year since I first flew the flag for Bangor Psychology from my soapbox in 2013, our School will be represented by some fine female academics sharing their passion for psychological research with the public. Check out www.soapboxscience.org to see when the next event near you is scheduled, or better yet, talk to one of our fabulous and fearless alumnas about taking your research to the people from a soapbox of your very own!

My Soapbox Experience

By Dr. Dilini Sumanapala
(former PhD student with Emily Cross)

In the summer of 2016, I had the amazing opportunity to chat neuroscience with the public at the first ever Soapbox Science event held in Cardiff. Given this was my first time speaking to the public since joining the PhD programme, I was itching to share some of the most recent fMRI techniques I had been learning, and would eventually include as part of my own dissertation studies. Using a good ol’ Rubik’s cube as an analogy for voxel-based functional neuroimaging, I demonstrated how advanced decoding techniques could be used to tease apart categories of information from changes in patterns of blood flow within the brain. Namely, I talked about early work in visual perception that reliably decoded the content of observed images, such as faces, houses, and chairs, from differences in patterns of voxel-activity within the same visual brain region. Since these techniques have received little attention in wider media, I had a great time discussing how advances in “decoding” subjective experience beyond simple visual perception could transform the way we diagnose illness, approach rehabilitation, and even communicate with our own personal electronic devices in the next few decades. All in all, I had superb experience sharing science with Cardiff from my soapbox, and one that I would recommend to any researcher interested in gaining some public insight into their work.
ANDREW FISCHER

1. **My name**: My name is Chester
2. **Who is my favourite person?** Afon. I didn’t like her at first but she has “grown” on me.
3. **How old am I?** I am 5 years old
4. **My office hours** My parents take me to doggy day care when they go to the office
5. **My favourite pass-time?** Barking at dogs that get too close to my house. Playing with Afon is a close second.

AOIFE FITZPATRICK

1. **My name**: Piper aka Piper-Meister
2. **Who is my favourite person?** They who bringeth me for walks
3. **How old am I?** 10 years young
4. **My office hours**: Confined spaces and I are not friends
5. **My favourite pass-time?** Chasing anything and everything

DEBBIE MILLS

1. **My name**: Afon
2. **Who is my favourite person?** Mom (Andrew calls her Debbie)
3. **How old am I?** 4 months old
4. **My office hours** Variable - now that I can go to doggy daycare, I won’t be in the office as much
5. **My favourite pass-time?** Playing with Chester, chewing on everything, eating raw meat, cuddling, eating plants

ELINA NEOPHYTOU

1. **My name**: My humans call me a bunch of random sounds including “Spafoofly, Bagabouli, Spagharioul, Bafafloufla” etc. but I’m pretty sure they called me Bagheera when they first brought me home!
2. **Who is my favourite person?** A good kitten never tells! I like to keep them both in the dark about this one. I let the tall human think I like him best because I’ll sit on his lap more often, but then I let the smaller human hold me for longer. It’s fun to watch them argue over who I love the most... ;)
3. **How old am I?** I am almost 4 years old. I spent around 5 months on the street before I moved to the shelter so my humans don’t know my exact birthday.
4. **My office hours** (if your pet comes with you to the office!): I absolutely hate to travel! I have free reign of the house and the surrounding area at home and I loathe leaving my realm unguarded.
5. **My favourite pass-time?** If you asked my humans I’m sure they would tell you that all I do is sleep, but my most favourite thing to do is watch them. Humans are so ridiculous, it’s highly amusing!

ELIN HARDING WILLIAMS

1. **My name**: Rosie
2. **Who is my favourite person?** Anyone who has food and will give me a good scratch.
3. **How old am I?** 8. My 9th birthday is in June.
4. **My office hours** I’m too big and messy to come to the office.
5. **My favourite pass-time?** My favourite pass-times are running around the field, and eating anything I can find.

Flopsy, Mopsy, & Cotton-Tail (winter white hamsters):

1. **My name**: Flopsy, Mopsy, & Cotton-Tail
2. **Who is my favourite person?** Elin - she’s the bringer of cheese
3. **How old am I?** We’re 1 and a half years old (we’re sisters)
4. **My office hours** We’re a bit shy and don’t enjoy socialising with many people, so we prefer staying at home
5. **My favourite pass-time?** We enjoy eating cheese and running on our wheels
1. **My name:** Bowie

2. **Who is my favourite person?** My favourite person is anyone who will pay attention to me! If I had to choose, though, I'm particularly fond of Agne and Renata, the cleaners in Brigantia.

3. **How old am I?** I am 2.

4. **My office hours** Most Wednesdays and the occasional Thursday

5. **My favourite pass-time?** My favourite past times include running through the forest or on the beach off leash, visiting people’s houses who let me on the couch, licking out yoghurt pots, and having a long lazy snooze in Richard or Emily’s office after frolicking in the fields near Brigantia

---

1. **My name:** Terry Tibbs

2. **Who is my favourite person?** Emily & Bowie

3. **How old am I?** 6 years

4. **My office hours** Sadly for us, ever since that annoying large dog joined our household, we are no longer taken into the office or on holiday.

5. **My favourite pass-time?** Capturing, eviscerating and eating rabbits (leaving the occasional eye ball or ear for my humans to deal with)

---

1. **My name:** Malcolm

2. **Who is my favourite person?** Richard and not Bowie

3. **How old am I?** 3 years

4. **My office hours** Sadly for us, ever since that annoying large dog joined our household, we are no longer taken into the office or on holiday.

5. **My favourite pass-time?** Chasing reflected sunlight on the walls

---

1. **My name:** Loki

2. **Who is my favourite person?** William & Elliot

3. **How old am I?** About 2 years old

4. **My office hours** (if your pet comes with you to the office!): I don’t come to the office when my daddy is busy.

5. **My favourite pass-time?** Sitting on the window ledge watching the sheep

---

1. **My name:** CHURRO

2. **Who is my favourite person?** PALOMA, of course (there is a big argument in my house about who is Churro’s favourite, but I am sure it’s me :-))

3. **How old am I?** 1 year and 5 months

4. **My office hours** (if your pet comes with you to the office!): June-July, 10-17

5. **My favourite pass-time?** Tug-of-war and walks in the forest.
1. My name: Meegan (Skains)
2. Who is my favourite person? Mum (Lyle Skains)
3. How old am I? 12 years
4. My office hours (if your pet comes with you to the office!): I stay at home and guard the house from all the other dogs in our street.
5. My favourite pass-time? Walks, walking and running away from Dad and Mum

KAMI KOLDEWYN

1. Our names: Naga and Tanuki
2. Who is our favourite person? Anyone who wants to offer us food or love (both is preferred)
3. How old are we? Five (but we act like puppies)
4. Our office hours (if your pet comes with you to the office): Any day that Kami doesn’t have a lot of meetings and thinks she can take us to the beach after work. In other words: NOT OFTEN ENOUGH.
5. Our favourite past time: Chewing on bones in the sunshine. Or playing with each other on the beach. Or sleeping on someone’s lap. Or chasing rabbits. Or barking together at the baby owls we can hear at night. Or . . . well, life is pretty full of great things to do when you’re us.

REBECCA SHARP

1. My name: Buck
2. Who is my favourite person? My mum (Dr Sharp), although Dad might disagree.
3. How old am I? 14 (I’m a bit of a grumpy old man).
4. My office hours (if your pet comes with you to the office!): I come in some Mondays and Wednesdays. I insist that meetings be held on the floor of the office so that I can be cuddled (and I don’t mind who cuddles me, as long as someone does).
5. My favourite pass-time? I like to carry toys around in my mouth and I will use my front paws to hit your legs to pay attention to me. I also love food.

ZOE LUCOCK

1. My name: Bubble
2. Who is my favourite person? My sisters Blue and Squish and my human slave Zoe
3. How old am I? just over 7 months old!
4. My office hours (if your pet comes with you to the office!): I can come in whenever anyone wants to meet me. I like belly kisses and will lick your nose for hours if you let me!
5. My favourite pass-time? Learning new tricks with my human; I know almost 17 tricks now like roll over, recall, jump through hoops and how to walk backwards. My human thinks she’s training me but really, I’m training her to give me lots of treats!
BOOK REVIEWS

What was your favourite book or article you read recently?

Dr. Paul Mullins:

Non-Fiction - "Deep Work - Rules for Success in a Distracted World" by Cal Newport.

This book sets out the case for setting aside time to do "cognitively demanding" work with your time, rather than the myriad of distracting busy work jobs we can find ourselves doing instead. I found the central idea strong, and appreciated the concrete practices it sets out. It did suffer a little though in that the author waffled a bit in places, almost like the extra words were needed to justify a whole book. However, on balance I thought the book had more useful information then waffle.

Work related - Neuro-chemical responses to chromatic and achromatic stimuli in the human visual cortex - a functional MRS experiment investigating changes in metabolite markers of energetics, and demonstrating that the energetic response to both types of stimuli appears to be the same (within the detection limits of fMRS), and these energetic changes correlate with the BOLD response - suggesting the BOLD response is a marker of energetic load for a given task.


Prof. Emily Cross:

In terms of a favourite book I've recently read, I'm going to go with 'Lab Girl' by Hope Jahren. The author is a professor of geobiology /geochemistry (with a background in and profound love of literature), and this book beautifully weaves together her love and knowledge of the natural world (particularly trees) with her autobiographical journey from growing up in a small-town in the middle of Minnesota to becoming a research professor who heads a diverse and productive lab. Jahren writes with great clarity, humility, and humour, and I found her messages for women in academia particularly salient, as she documents the seemingly never-ending challenges with building her own lab and establishing credibility in academia. I think junior scientists of all stripes could really benefit from (and would greatly enjoy) reading this book, so I'm thinking about making it recommended reading for next year's Professional Development seminar series!

Prof. Guillaume Thierry:

My current favourite book is entitled "Sur les chemins noirs" (on the black/dark paths). An essay/novel by Sylvain Tesson. It is the story of a guy who was happy, living the life of a successful writer, biting everyday without even realising that happiness was omnipresent and so used to it that he felt completely 'normal'. Until one day he was a little drunk at a party and decided to have fun walking on a roof, on which he slipped and fell to the ground. He was as close to a dead man as one can get, apparently, he was crushed, almost invalid for life, his face was distorted is a rather terrible fashion and his back was broken in several ways, which took one full year of recovery. He was rebuilt in hospital and for one year he had incredible dreams of just being able to walk outside. So he made plans and as soon as he was let out, he decided to cross France on foot from the Italian border in the south-east all the way to Brittany in the North-west but only walking on the dark paths, those little paths that no-one uses, hidden from civilisation. So the book is the story of his journey from one point to the other, the beauty and melancholy of what he sees, the people he meet, the brief conversation he has, the feeling that invade his heart, and reflections on urbanisation and the delirious slippage to the modern world that we experience today. I love this book, I love this story.
Fun things to do in and around Bangor
Aoife Fitzpatrick

Aber Falls:
It’s nice a close to Bangor, easy to get the bus/drive if you can. Not too strenuous a walk/hike so you can include more people to come along (not excluding the less exercise prone).
It’s free
We brought a picnic and had a lovely afternoon.

ParkRun:
For the more exercise inclined.
Weekly 5k run through the grounds of Penrhyn Castle.
Nice community spirit, all run by volunteers, you can take it as seriously or as casually as you please.
They time you and you can map your progress.
And it’s also free

Day out adventures:
Llandudno:
Llandudno is nice and close, and is utterly beautiful should the weather be nice.
Walking the boardwalk/pier is lovely. Especially when all the stalls are open and buzzing.
I believe that every weekend a group of people who have owls in their care do small interactive shows/demonstrations.
They normally set up near the White Rabbit Roundabout near the pier.

Another thing about Llandudno is the Alice in Wonderland theme. There are fantastic wooden carvings in the likeness of a number of characters.
They’re all over the place, so you have to really explore to find some.

I’ve also climbed the Great Orme there, just a fun free-climb.
Did get covered in sheep shite but had fun doing it (please don’t print that).
The views from up there were pretty spectacular.

OH I’ve been to Llanddwyn Island and Newborough Beach!
That was fabulous. The island boasts amazing views (saw a lighthouse, cliffs, and SEALS).
I think it has some ruins as well.
Also am led to believe that there are wild horses here, though I didn’t see any myself.
Another excellent beach is in Aberfraw

Alternative “day out adventures” could include Beaumaris (has a castle and a pier), Conwy (it’s fun and free to climb the old castle walls), Chester, Liverpool, Manchester, anywhere in Snowdonia National Park, even Menai Bridge.

Roman camp:
I’m sure this is no secret to students. Atop Roman camp are wonderful views.
Great place to look over the straits, and the mountains are on the other side.
Again, an easy climb so that nearly everyone can enjoy.
I like it because it’s easy breezy. Super close by but enjoyable every time.

Food festivals:
I’ve been to Northern Vegan festival, which is probably too far outside of Bangor?

Other festivals:
All the Christmas markets around Bangor.
Would just always recommend that people keep their eyes and ears peeled. I find out about most of these through Facebook. Then I just show up.

Robert Ward

Cwm Idwal -- the appearance and lighting of the Cwm as you approach are always changing and always fantastic. I like to imagine Darwin geared up and poking around this glacial valley as a young man. Iconic! Very accessible to reach by cycling and walking via the quiet old A5. If you’re driving you can carry on to Capel Curig and the Bryn Tyrch pub.

Aberfraw Beach -- slog through the dunes with your beach goods on a clear day to reach a beautiful and (usually) quiet white sands beach

Also a few random places come quickly to mind:

Bodnant Welsh Food Centre -- oh man I love the steak pies you can get at the shop

Lligwy site near Moelfre -- a tiny stone-age burial chamber (or something!) you can crawl into, next to the abundant remains of an iron-age village. The tread of souls past...

I like going to Porth Cwyfan around mid-high tide. (I hope I have the name right! I’ve heard different things, but it is easy to be sure because it has parking and wetsuit rental.) If you wear a wetsuit and googles at that time then you can dive and swim around the rock formations you see there at low tide.

Neuadd Ogwen in Bethesda -- kind of fancy refurbishing of the community centre and now a really nice music venue, if something going on there sounds vaguely interesting, give it a go!

Guillame Thierry

Apart from the great classics (Roman Camp, Newborough, Red Wharf Bay, Penrhyn Castle (for fun), Plas Newydd (for grace), Bodnant garden, The Snowdon, and the lake district), I’d like to note:

Porth Wen (disused Victorian brick factory near Cemaes) – It is a little gem

Holyhead mountain (superb views and easy walk)
The forest above Betws-y-Coed and the water fall near-by
Pen Mon point and the lighthouse (amazing place for a barbecue)
Beddgelert and the copper mine trail (sublime walk and the town is to die for)
The Devil’s kitchen walk and llyn ideal (20 mins walk to the lake, super easy and then big climb through the devil’s kitchen, a little hard but views are totally stunning)
The slate museum in Llanberis, and electric mountain, and the train that takes yoo to the top of Snowdon
Bounce below and zip world in Blaenau Ffestiniog are both great experiences
Go below for the keen speleologist also is great (exploring a slate quarry)
Church Island
Great spot to look at fantastic sunsets very close to Bangor. Past Menai bridge, turn left going down towards the sea and there towards the right is a walking path that brings you to Church Island. Beautiful cemetery and a fantastic landscape!

Newborough:
It’s very mainstream but it might be useful to know that you can reach it with the bus no. 42 from Bangor in 35 minutes. You get off in Newborough village and the beach is a 40 minutes’ walk from here. If you feel like walking a bit more there are some small paths from the main road that go down toward the forest which are better ways to arrive at the beach.

Bethesda
If you get off the bus at the last stop of Bethesda, just where zip world is, going a bit further toward the road brings you in a nice spot with a river and a pseudo picnic area from which there is a biking/walking track among mountains of slate which is strange but fancy
(http://downloads.bbc.co.uk/tv/weatherman-walking/walks/Bethesda-Walk.pdf)

Aber falls
Very mainstream again, but after the falls you can keep on walking and there are other falls which are also beautiful! Also you can go up to the falls by following the paths or towards an area full of goats from which you can see the sea and Anglesey, very beautiful.

Pen y pass parking just passed Llanberis.
Fancy starting point, you can reach it by taking a bus from the main bus stop of Llanberis (I think they are S1 and S2 lines)
From Pen y pass start the miners track and the peak track.

They are both fantastic and can reach the peak of Snowdon.
Fantastic. Fantastic, just be careful about the sunset and wind information, and the cold.

Penmon and coastal path
You can either take a bus to Penmon or to take one to Beaumaris (57 or 58). From there you just pass the village and proceed along the coast. It’s a fantastic beach (not as fantastic as Newborough but still).
In 1 hour you can arrive and reach Penmon which is a very nice spot with lighthouse and a very cosy tea room (even if a bit rough).

On the bicycle!
There are 2 main bike tracks,
The number 5 that goes around Anglesey, I haven’t done it all and it’s not really well marked. There are many hills but is very nice since there are amazing views!

The number 8 instead goes toward Caernarfon and Porthmadog,
After the hospital there is a spot on the road which is boring and with cars but after that it’s in the woods and after you pass by Felinheli, it’s very beautiful and relaxing.
Top Tips from PhD students to final year Psychology students

What would your top tips for someone in the final year of their degree be?

• Even though it feels like it at times your degree isn’t the most important thing in the world. Take time to relax and focus on your life outside of studying. – 1st Year PhD student
• It’s OK not to officially know what you’re going to do post-graduation. – 1st Year PhD student
• KEEP GOING! – 2nd Year PhD student
  • Be sure to start your dissertation writing as soon as possible, everyone underestimates the time it takes - often your dissertation the biggest reference point for your degree - don’t let yourself down. – 4th Year PhD student

If you could give your younger self any piece of advice what would it be?

• Don’t get stressed over silly things! – 1st Year PhD student
• hey younger self, don’t neglect to develop a workable level of stats knowledge - that’d be greaaatttt. – 1st Year PhD student
• Be patient. – 1st Year PhD student
• Don’t be afraid to try new things or put yourself in situations where you might fail. It’s fine if you mess up - that’s how you learn. – 2nd Year PhD student

What is your favourite thing about Bangor?

• I love Bangor for the social atmosphere and I love North Wales for the mountains and the sea. My house looks straight over to Main Arts, so that is a brilliant view when it is lit up at night. – 2nd Year PhD student
• The close knit community; everyone knows everyone and always says hello – 1st Year PhD student
• The location - being able to swim in a lake or the sea within 20 minutes of leaving the office, or being able to go walking in the mountains at the weekends. For me, there’s no better way to de-stress. – 4th Year PhD student
• How friendly everyone is, both in the university and in the town in general. It’s a lovely place to live. – 1st Year PhD student

If you could give your younger self any piece of advice what would it be?

• Being engaged within an ever-dynamic environment, learning from and working alongside brilliant humans. – 1st Year PhD student
• Being able to study things that really interest you (and no exams!). – 1st Year PhD student
• As I work with changing children’s eating and physical activity behaviours, it is incredibly rewarding when you can see at first hand the change in the children! So for me it is the impact of my research. – 4th Year PhD student
• Research sometimes feels like a jigsaw puzzle - it’s great to look at something in a lot of detail and gradually put the pieces together. I am always driven by the idea of making new links that might never have been connected before. I’m not sure if I ever have, but I’ll keep trying! – 2nd Year PhD student

What do you think the best part of doing research is?

• Being engaged within an ever-dynamic environment, learning from and working alongside brilliant humans. – 1st Year PhD student
• Being able to study things that really interest you (and no exams!). – 1st Year PhD student
• As I work with changing children’s eating and physical activity behaviours, it is incredibly rewarding when you can see at first hand the change in the children! So for me it is the impact of my research. – 4th Year PhD student
• Research sometimes feels like a jigsaw puzzle - it’s great to look at something in a lot of detail and gradually put the pieces together. I am always driven by the idea of making new links that might never have been connected before. I’m not sure if I ever have, but I’ll keep trying! – 2nd Year PhD student

Top Tips from Kitchen Notice Boards

What advice would you give your younger self?

• Enjoy being rather than focus on doing
• You can’t achieve when you’re crying
• Coffee!!
• Water solves everything
• Looks aren’t everything
• Set realistic goals
• Get married
• Don’t get married!
• Enjoy not having wrinkles!
• Pace yourself
• Don’t doubt yourself and have fun
• Don’t lose your ability to cry, don’t be distracted by achievements
• If nothing’s going right, go left
• Don’t grow up! Paid a tyfu!
• Exercise is the answer to most problems (almost!)
• Don’t compare yourself to other people
• If it feels like you’re in a tragedy, pretend you’re in a comedy
• Water solves everything
• Looks aren’t everything
• Set realistic goals
• Get married
• Don’t get married!
• Enjoy not having wrinkles!
• Pace yourself
• Don’t doubt yourself and have fun
• Don’t lose your ability to cry, don’t be distracted by achievements
• If nothing’s going right, go left
• Don’t grow up! Paid a tyfu!
• Exercise is the answer to most problems (almost!)
• Don’t compare yourself to other people
• If it feels like you’re in a tragedy, pretend you’re in a comedy
• Water solves everything
• Looks aren’t everything
• Set realistic goals
• Get married
• Don’t get married!
• Enjoy not having wrinkles!
• Pace yourself
• Don’t doubt yourself and have fun
• Don’t lose your ability to cry, don’t be distracted by achievements
• If nothing’s going right, go left
• Don’t grow up! Paid a tyfu!
• Exercise is the answer to most problems (almost!)
• Don’t compare yourself to other people
• If it feels like you’re in a tragedy, pretend you’re in a comedy

What is your favourite thing about North Wales?

• It’s home!
• The fresh air
• Iath cymraeg ag rygbi!
• Kayaking
• Watersports
• Mountains, rivers, community
• Beaches
• The people
• Clean air
• The mountains
• Pubs
• Dog walks

What is your favourite thing about Brigantia?

• A magnet in the basement (when it works)
• Coffee Machine
• Dogs!
• The Brain
• Circular structure of building means you get to see lots of colleagues and skygarden!!
• Hefin
• Our own space to work in
• The views
• Third floor kitchen lunch club