

JENNY TERRY
BA(Hons) MRes PGCert FHEA
www.jennyterry.co.uk

PROFILE:

A postgraduate researcher in psychology whose PhD uses psychometric and other quantitative methods to explore the construct validity of statistics and maths anxieties. This project combines interests in improving psychological science and the impact of emotions and attitudes upon achievement in higher education, particularly on introductory statistics courses.

A PGCert-qualified HEA Fellow with experience lecturing, running seminars, supporting workshops, and co-supervising undergraduate and Master's dissertations as well as developing and running workshops for staff and PGRs. Topics taught include statistics (with R and SPSS), research methods, and social psychology. Endeavours to make learning inclusive, enjoyable, and stimulating for a range of abilities.

Administrative experience includes project lead for a ~150 lab international multi-site study, institutional lead for ~£500K Office for Students-funded research, founder of an informal network for researchers of statistics education, supervision of a peer-learning scheme, PsyPAG Chair-Elect and various other representative and society positions, and a background managing teams and projects in HR and recruitment.

HIGHER EDUCATION:

PhD Psychology	University of Sussex, 2019 – 2022	In progress
<i>Supervisor:</i>	Professor Andy P. Field	
<i>Funding:</i>	University of Sussex, School of Psychology studentship	
<i>Thesis:</i>	The construct validity of maths and statistics anxieties	
PGCert Learning & Teaching in Higher Education	University of Brighton, 2018-19	Distinction (72)
<i>Educational Enquiry:</i>	Staff perceptions of the costs and benefits of teaching R to undergraduate social science students	
MRes Psychological Methods	University of Sussex, 2017-18	Distinction (79)
<i>Dissertation:</i>	Group membership offers no protection from stigmatisation to depression sufferers' wellbeing	
<i>Internship:</i>	The effects of fictional narrative in statistics teaching materials upon anxiety and comprehension	
BA (Hons) Applied Psychology & Sociology	University of Brighton, 2014-17	First Class (82)
<i>Dissertation:</i>	Is the student-as-consumer attitude detrimental to wellbeing? Mediating roles of academic entitlement and motivation	

EMPLOYMENT:

10/2019 – Present	Doctoral Tutor (0.1 FTE)	University of Sussex, School of Psychology
02/2018 – Present	Lecturer (Part Time, Hourly Paid)	University of Brighton, School of Applied Social Science
10/2018 – 07/2019	Research Officer (Research Lead; 1.0 FTE)	University of Brighton, Centre for Learning & Teaching
07/2017 – 09/2018	Research Officer (Project Officer; 0.6 FTE)	University of Brighton, Centre for Learning & Teaching
09/2005 – 12/2015	IT Recruitment Consultancy/HR	Various - see LinkedIn profile

RESEARCH GRANTS:

Terry, J. & Walker, C. (2016). [BPS Undergraduate Research Assistantship](#) - £1200

INVITED TALKS:

Terry, J. & Field, A. P. (2021). The Fault in our STARS: The lack of discriminant validity between statistics and mathematics anxieties. Presented at the *University of Leeds Research Seminar Series*.

PUBLICATIONS:**Journal Articles:**

- Klein, O., Walker, C., Aumann, K., Anjos, K., & **Terry, J.** (2019). Peer support groups for parent-carers of children with attention deficit hyperactivity disorder: the importance of solidarity as care. *Disability & Society*, 1-17. doi.org/10.1080/09687599.2019.1584090
- Walker, C., Artaraz, K., Darking, M., Davies, C., Fleischer, S., Graber, R., Mwale, S., Speed, E., **Terry, J.**, & Zoli, A. (2018). Building Spaces for Controversial Public Engagement – Exploring and Challenging Democratic Deficits in NHS Marketization. *Journal of Social and Political Psychology*, 6(2), 759-775. [doi:10.5964/jspp.v6i2.902](https://doi.org/10.5964/jspp.v6i2.902)

CONFERENCE PRESENTATIONS (since 2018):**Oral Presentations** (selected):

- Terry, J.** & Fleischer, S. (2019). Prepare, participate, practice... pass? Promoting a formative task in an introductory research methods module. Presented at the *University of Brighton Learning & Teaching Conference*, Brighton, UK.
- Terry, J.** & McConnell, C. (2019). Applying growth mindset interventions in higher education: Results from the Changing Mindsets project. Presented at the *University of Brighton Learning & Teaching Conference*, Brighton, UK.
- McConnell, C., & **Terry, J.** (2019) Facilitating Partnerships: Using Mindset principles to support collaboration. Presented at the *Changing Mindsets: Eradicating Inequalities Conference*, SRHE London, UK.
- Terry, J.** (2018). Changing Mindsets in the classroom: Practical tools to encourage positive attitudes and overcome barriers to learning. Presented at the *University of Brighton Student Success Conference*, Brighton, UK.
- Mahmud, A. & **Terry, J.** (2018). Intersectional approaches to addressing unequal student experiences and outcomes in British higher education. Presented at the *FACE Conference*, Worcester, UK.
- Terry, J.** (2018). Changing Mindsets in the Classroom: Tools for evidence-based teaching practices. Presented at the *Changing Mindsets Stakeholder Conference*, Portsmouth, UK.

Poster Presentations:

- Terry, J.** & Field, A. P. (2021). The Fault in our STARS: The lack of discriminant validity between statistics and mathematics anxieties. Poster accepted for the *IASE 2021 Satellite Conference*, Online.
- Terry, J.** & Field, A. P. (2020). [Zinks! Statistics anxiety and maths anxiety were the same all along](#). Poster presented at the *University of Sussex School of Psychology Poster Conference*, Online.
- Terry, J.** (2019). [Social science faculty view motivation as the key to overcoming barriers to learning R/RStudio](#). Poster presented at the *University of Brighton Learning & Teaching Conference*, Brighton, UK
- Field, A. P. & **Terry, J.** (2018). [A pilot study of whether fictional narratives are useful in teaching statistical concepts](#). Poster presented at the *Royal Statistical Society Annual Conference*, Cardiff, UK.
- Barefield, N., & **Terry, J.** (2015). Working in partnership with students to create a comprehensive evaluation of PASS. Poster presented at the *RAISE Conference*, Leicester, UK.

SCHOLARSHIPS, PRIZES, & AWARDS:**Scholarships:**

- University of Sussex School of Psychology Doctoral Scholarship – stipend, research budget, & fees - 2019-2022
- University of Sussex Chancellor's Master's Scholarship – £5000 - September 2017
- [University of Brighton Merit Scholarship](#) x2 – £1000 each - August 2015 & August 2016

Prizes:

- MRes Psychological Methods Prize – October 2018
- Governor's Prize - £1000 - July 2017
- [Hamilton-Cramp Prize](#) – £200 - July 2017
- [BPS Undergraduate Prize](#) – July 2017

Awards:

- University of Sussex School of Psychology Poster Conference: Best Poster - £100 – November 2020
- [Brighton Undergraduate Dissertation Showcase](#): Best Oral Presentation – £75 - May 2017
- Walker/Fleischer Research Methods Prize – June 2015