

Teaching Psychology Critically: Subject positions and teaching outputs

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SUMMARY: This article draws out critical reflection on the state of pedagogy in critical psychology and the push and pulls on texts that aim to capture best teaching practice in the sector and on the authors of those texts who commit to reflect on their own teaching practices.

KEY WORDS: pedagogy, andragogy, subjectivity, critical psychology, clinical psychology

There might be an expectation from the title of this book that it explores different perspectives from different countries on teaching critical psychology. But, that assumption seems somewhat corrected on the book's back cover where the text is introduced as being on the '... methods and content in teaching psychology from an international and critical perspective'. In that preamble the word 'critical' and 'psychology' are parsed to open a suggestion that the text might not be about critical psychology but about approaching psychology critically. At this point, the reader's expectation of the text might broaden considerably. Whereas critical psychology draws largely on critical theory, a critical perspective does not necessarily do so. The descriptor 'critical' can act as a catch-all term that is employed for a whole range of ideological purposes. So, whilst it is an expectation that when university students graduate, they have attained skills in critical thinking, this is not because the higher education sector has embraced critical theory or radical political thinking. Rather, what is being embraced is a broad set of cognitive skills that can be used to just as easily to support as oppose any dominant ideological system. Indeed, the corporate

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