

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

PROFILE:

A postgraduate researcher in psychology who uses psychometric and other quantitative methods to explore the construct validity of statistics anxiety. This combines my interest in improving psychological science with an interest in the impact of emotions and attitudes upon achievement in higher education, especially on introductory statistics courses.

A PGCert-qualified HEA Fellow with experience lecturing, running seminars, supporting workshops, and co-supervising dissertations for undergraduates 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 leading the institutional-level research for a ~£500K OfS-funded project, organising an informal network for PhD researchers of statistics education, supervision of a peer-learning scheme, various representative and society positions, and a background managing and training teams in HR and recruitment for the IT sector.

HIGHER EDUCATION:

PhD Psychology <i>Supervisor:</i> Professor Andy Field <i>Thesis (working title):</i> Welcome to the Jangle: The Construct Validity of Statistics Anxiety.	University of Sussex, 2019 – 2022 Funded by the School of Psychology	In progress
PGCert Learning & Teaching in Higher Education <i>Educational Enquiry:</i> Staff perceptions of the costs and benefits of teaching R to undergraduate social science students.	University of Brighton, 2018-19	Distinction (72)
MRes Psychological Methods <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.	University of Sussex, 2017-18	Distinction (79)
BA (Hons) Applied Psychology & Sociology <i>Dissertation:</i> Is the student-as-consumer attitude detrimental to wellbeing? Mediating roles of academic entitlement and motivation.	University of Brighton, 2014-17	First Class (82)

EMPLOYMENT:

01/2022 – Current	Lecturer in Psychological Methods (1.0 FTE)	University of Sussex, School of Psychology
10/2019 – 12-2021	Doctoral Tutor (0.1 FTE)	University of Sussex, School of Psychology
02/2018 – 05-2021	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

PUBLICATIONS:**Journal Articles:**

- Terry, J.**, Ross, R. M., Nagy, T., Salgado, M., Garrido-Vásquez, P., Sarfo, J. O., ... & Field, A. P. (2022). Data from an International Multi-Centre Study of Statistics and Mathematics Anxieties and Related Variables in University Students (the SMARVUS Dataset). [Manuscript under review]. <https://doi.org/10.31234/osf.io/au9vp>
- Pownall, M., **Terry, J.**, Collins, E., Sladekova, M., & Jones, A. R. R. (2022). UK Psychology PhD Researchers' Knowledge, Perceptions, and Experiences of Open Science. [Manuscript under review]. <https://doi.org/10.31234/osf.io/vypkb>
- Pownall, M., Azevedo, F., König, L. M., Slack, H., Rhys Evans, T., Flack, Z., ... **Terry, J.**, ... & Sadhwanai, S. (2022). The impact of open and reproducible scholarship on students' scientific literacy, engagement, and attitudes towards science: A review and synthesis of the evidence. [Manuscript under review]. <http://dx.doi.org/10.31222/osf.io/9e526>
- Parsons, S., Azevedo, F., Elsherif, M. M., Guay, S., Shahim, O. N., Govaart, G. H., ... **Terry, J.**, ... & Aczel, B. (2022). A community-sourced glossary of open scholarship terms. *Nature Human Behaviour*, 6(3), 312-318. <https://doi.org/10.1038/s41562-021-01269-4>
- 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/jsp.p.v6i2.902](https://doi.org/10.5964/jsp.p.v6i2.902)

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

- Terry, J.** (2021). Welcome to the Jangle: The Importance of Discriminant Validity in Psychological Research. Presented at the *Psychology Postgraduate Affairs Group Annual Conference*, Leeds, UK (online).
- 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 presented at the *IASE 2021 Satellite Conference*, Satellite (online).
- Terry, J.** & Field, A. P. (2020). [Zoinks! 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.

INVITED TALKS:

- Terry, J.** (2023). What are statistics and maths anxiety scales really measuring? Results from an international multi-lab study. Invited to present at *University of Bradford*, Bradford, UK (online).
- Terry, J.** (2023). What are statistics and maths anxiety scales really measuring? Results from an international multi-lab study. Invited to present at *University of Brighton ReproducibiliTea*, Brighton, UK.
- Terry, J.** (2022). Faculty attitudes to teaching R to undergraduates. Invited to present at *Nottingham Trent University R Teaching Symposium*, Nottingham, UK (online).
- Terry, J.** (2021). Welcome to the Jangle: The Importance of Discriminant Validity in Psychological Research. Invited to present at *University of Birmingham ReproducibiliTea*, Birmingham, UK (online, cancelled due to industrial action).
- Terry, J.** (2021). The Fault in our STARS: The discriminant validity of statistics and mathematics anxieties. Presented at *University of Brighton ReproducibiliTea*, Brighton, UK (online).
- Terry, J.** (2021). The Fault in our STARS: The discriminant validity of statistics and mathematics anxieties. Presented at the *University of Leeds Research Seminar Series*, Leeds, UK (online).

EDUCATIONAL TALKS/WORKSHOPS:

- Terry, J.** & Clark, O. (2021). [Data Simulation Summer School](#). Co-hosted virtual seminar series for the *Psychology Postgraduate Affairs Group* (online).
- Terry, J.** (2021). Building your own Academic Network. Presented at *University of Sussex, School of Psychology, PhD Bitesize Session*, Brighton UK (online).
- Terry, J.** (2020). Questionable Measurement Practices in Psychological Research. Presented at *University of Sussex, School of Psychology, Psychological Methods Strategic Focus Group Meeting*, Brighton, UK (online).
- Terry, J.** (2020) Careless Responding in Online Survey Research: Avoidance & Detection. Presented at *University of Sussex, School of Psychology, PhD Bitesize Session*, Brighton, UK (online).

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 Doctoral School Adam Weiler Award: Sciences Runner Up - £500 – July 2021
- 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

FELLOWSHIPS:

07/2019 – Present Higher Education Academy (Fellow)

RESEARCH GRANTS:

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