

## **Teaching psychology in the age of the smart machine: Who, what, and how?**

In *In the Age of the Smart Machine: the Future of Work and Power* Zuboff (1988) describes the impact on paper-mill workers when their arcane skills were replaced, or more correctly, substituted, by thermistors, solenoids and computers and they were moved from being in direct, ineffable, contact with vats of chemicals and wood-pulp to a sterile, though comfortable, glass booth high above the shop floor. Many academics now may empathise with these workers, and fear that changes taking place in our institutions are leading to a similar disconnection between themselves and their students. I will discuss what I think are the three core questions for the future of psychology education: Who are our students; what should we be teaching them; and how are we to do this? Members of the Teaching, Learning and Psychology Interest Group have been seeking answers to these questions in a variety of situations. I think this work illustrates that we have little to fear as long as we continue to maintain the strength of psychology as a source of conceptual analysis founded on empirical evidence, and we allow this to flow into our teaching practices. I will describe some examples of this nexus in my own work and that of my colleagues, and suggest where “teaching-led research” might best be advanced to support educators’ concerns for their students’ learning and for the integrity of our discipline.