



European Federation of
Psychology Teachers' Associations



EFPTA 10th Anniversary Conference

WannseeForum, Berlin

11-13 April 2014

**Sowing the seeds of psychological literacy:
*a conference for psychology teachers
in Europe***



www.efpta.org

EFPTA Conference 11-13 April 2014, Berlin

PROGRAMME

Venue: WannseeForum, Hohenzollernstraße 14, D-14109 Berlin. (www.wannseeforum.de)

Complete conference programme at-a-glance

Friday afternoon/Nachmittag		Saturday morning/Vormittag		Saturday afternoon/Nachmittag	
13.00	Registration	9.30	Plenary 2: High school & university students	13.20	Workshop 2 (choice of 4)
13.45	Welcome	10.45	Break	14.30	Break
14.00	Plenary 1: Keynote speaker	11.15	Plenary 3: The effect of shared information	14.45	Workshop 3 (choice of 4)
15.15	Break	12.30	Lunch	15.45-16.00	Closing remarks
15.45-17.00	Workshop 1 (4 rooms)			16.00-18.00	Leisure/ relaxation time
Evening (time to be confirmed)	Buffet: EFPTA 10th anniversary celebration			Evening (time to be confirmed)	Common dinner

Workshop options

Workshop 1	Title	Leader(s)
Friday 11 April 15.45-17.00	A.A carousel of ideas for teaching.... hands-on! <i>For all delegates: same workshop in four groups/rooms</i>	Dorothy Coombs & Wolfgang Augustin
		Jackie Moody & Harpa Hafsteinsdóttir
		Astrid Scherrebeck & Heather Taylor
		Marjatta Lehtovirta & Morag Williamson

Workshop 2	Title	Leader(s)
Saturday 12 April 13.20-14.30	B. Developing psychological thinking in pre-university psychology courses	Lenka Sokolová, Miroslava Lemešová, Udo Kittler
	C. How can teachers work together to help their students and institution function better?	Teija Jokinen-Luopa
	D. Developing psychological literacy of parents of young children	Olga Zvereva & Raisa Chumicheva
	E. The psychology of personal appearance	Joe Cocker

Workshop 3	Title	Leader(s)
Saturday 12 April 14.45-15.45	F. Twinning classes: students and teachers collaborating across borders	Dorothy Coombs & Renate Schrempf
	G. Climate change in the classroom: can psychology teaching help us save the planet?	Morag Williamson
	H. High impact teaching strategies	Jackie Moody
	I. Psychology experiment video project: What makes a man - is it what he carries?	Diana Schulze and her students from Dessau

Note: Programme details are correct at time of publication but may be subject to change.

Friday / Freitag 11 April

13.00	Registration	Theatersaal
13.45	Conference opens: Welcome, & EFPTA Update EFPTA President Dorothy Coombs	Theatersaal
14.00	Plenary 1 - Keynote: “The mechanic, she...”? Gender fairness and language: how features of different languages and language use influence the perceptions about female and male persons Dr Franziska Moser, Freie Universität Berlin. <i>See abstract and speaker’s biography on other pages</i>	Theatersaal
15.15	Break for refreshments	
15.45	Workshop 1: A carousel of ideas for teachinghands-on! <i>For all delegates: same workshop in four groups/rooms</i> <i>See abstracts and workshop leaders’ biographies on other pages</i>	Theatersaal & 3 seminar rooms
17.00	Day programme finishes	
Evening	EFPTA’s 10th Anniversary Celebration. <i>Buffet dinner & party at WannseeForum. Entertainment and birthday surprises!</i>	

Saturday / Samstag 12 April - morning

9.30	Plenary 2: High school students and university students – a collaborative project in the pedagogy of psychology	Theatersaal
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Students of Goethe-Schule Harburg and Universität Hamburg
Teacher / Lehrerin: Annette Lindner

See abstract and presenter's biography on other pages

10.45	Break for refreshments	
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11.15	Plenary 3: Join the class! Why do groups sometimes make really bad decisions? The effect of shared information.	Theatersaal
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Michael Bürger, Leverkusen

See abstract and biography on other pages

12.30	Lunch	
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Saturday / Samstag 12 April - afternoon

13.20	Workshop 2: Interactive sessions on teaching and learning themes	Theatersaal & 3 seminar rooms
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Four workshop options (B, C, D, E).

See abstracts and workshop leaders' biographies on other pages

14.30	Break for refreshments	
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14.45	Workshop 3: Interactive sessions on teaching and learning themes	Theatersaal & 3 seminar rooms
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Four workshop options (F, G, H, I).

See abstracts and workshop leaders' biographies on other pages

15.45	General feedback and closing remarks from EFPTA President	Theatersaal
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16.00	Close of conference Leisure / relaxation time before evening social event	
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Evening	<i>Dinner & social event at WannseeForum</i>	
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Sunday / Sonntag 13 April

Optional sightseeing / leisure activities - suggestions: boat trip on Wannsee lake, woodland walks, Berlin city visit.



Abstracts – plenary sessions

1. “The mechanic, she...”? Gender fairness and language: how features of different languages and language use influence the perceptions about female and male persons

Dr Franziska Moser

Even after four decades of women’s movement, gender inequality is still a prevalent issue in European societies. Language is seen as one means of contributing to gender equality because language not only conveys information but also contributes in establishing, maintaining or on the contrary reducing gender stereotyping. It is well known that, for example, personal nouns such as *engineer* make recipients think of a male rather than a female person while *nurse* triggers expectations of women. In addition, in languages where the masculine form of nouns (e.g., German: *die Schüler*, French: *les étudiants*, *the students*) can be used when referring to persons of unknown or irrelevant sex or to a group of both sexes, research has shown that the masculine form evokes more male associations in recipients. The present talk gives an overview about interdisciplinary research on how features of different languages and language use influence and form cognitive representations about female and male persons. More specifically, for example, to what extent do language and stereotypes influence expectations of readers about a person in a text? How do pictures and language in educational material influence the development of gender schema and how can language increase children’s occupational interest for non-stereotypical occupations? These, further questions and findings on how language influences cognitive representations about female and male persons will be discussed.

Dr Franziska Moser studied Psychology at the University of Bern. She was a fellow of the European Marie Curie Initial Training Network “Language, Cognition, and Gender” and finished her PhD in Psychology on gender fairness in educational material and individual use of gender-fair language at the Freie Universität Berlin.

2. High school students and university students – a collaborative project in the pedagogy of psychology

Students of Goethe-Schule Harburg and Universität Hamburg.

Teacher / Lehrerin: Annette Lindner

In this presentation participating students and pupils present their interesting experience. Students of a university course design teaching units for a secondary school course with the profile “Pädagogik – (K)ein Kinderkram” (roughly translated as “Pedagogy – it’s [not] kids’ stuff”). It is a course containing psychology and pedagogy. The students support the pupils both in their specific academic work, and in learning presentation skills, scientific thinking and working. According to the findings of the Bologna conference, university teaching increasingly focuses on developing

students' key competences. Through this seminar students can apply their previously acquired knowledge and expand their educational, methodological and social skills. The students act as mentors for the pupils. As a result of the project the development of an e-learning tool for the pupils of the project class is planned.

In return, the pupils are invited to participate in the students' courses at university. There students and pupils work together in small teams; they create learning units and present these lessons together. Every member of this project has the opportunity to use the e-learning-device called Educomsy to learn about the different topics and to work on them individually. For example the students provide some quizzes on Educomsy, which the pupils have to solve on their own. A few days later they receive the correct answers from the student, so they can check their learning outcome.

We value this project as very successful in various domains. Both sides learn from each other. Our own estimation is backed by the results of our evaluation instruments and confirmed by the statements of pupils as well as students.

Annette Lindner is a psychology teacher from Hamburg and is Chair of the Landesverband der Psychologielehrerinnen und -lehrer, Hamburg.

3. Join the class! Why do groups sometimes make really bad decisions? The effect of shared information.

Michael Bürger

This lesson is designed to let the students (and hopefully the audience) experience that bringing together unshared information (information that only single group members have) to achieve the best decision after a group discussion will often simply not happen. The group members are likely to experience the **effect of shared information** - a group discussion will tend to perpetuate, not to correct, single members' distorted pictures of the options. Bringing together the right bits of information is not easy and will most likely not happen.

To investigate this effect in class the students will simulate the process of electing a team leader in a company. The material for the lesson will be made available in English, so that everybody can try this interesting simulation in class. The simulation is based on an original study by Garold Stasser and William Titus.

Michael Bürger is a psychology teacher in Leverkusen (near Cologne) since 2004, and has been Chair of the German National Association of Psychology Teachers since 2011.



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Workshops - Abstracts

A. A carousel of ideas for teaching

In this workshop you will play the part of a student and carry out a variety of simple tasks in small groups. It will start with a fun quiz to help you to get to know each other. You will then be able to make models, complete jigsaws and measure each other's height - what's that got to do with psychology? This is all aimed at giving you some good ideas to make your teaching more interesting, more active and, above all, more fun for your students!

Workshop leaders:

Dorothy Coombs & Wolfgang Augustin

Jackie Moody & Harpa Hafsteinsdóttir

Astrid Scherrebeck & Heather Taylor

Marjatta Lehtovirta & Morag Williamson

B. Developing psychological thinking in pre-university psychology courses

"There is no single best way of thinking about behaviour and experience, no single perfect model for creating psychological knowledge, no single solution to the puzzles of mental life." (McGhee, 2001). In psychology we adopt different perspectives of knowledge, so it is essential to develop **critical thinking skills** among our students. Psychological thinking is one of the most important goals of pre-university courses of psychology; it is a transferable skill, which may help people to be more sensitive and to understand psychological aspects of everyday life, images in media and a psychologist's profession. The aim of the workshop is to present and discuss several ideas and authentic and teaching materials for developing psychological thinking among psychology students and pupils in general. The authors will present materials of the KEGA project "Teaching of psychology and personal development courses" and a student's book "Psychologie Macchiato" by Udo Kittler and Sabine Stanicki.

Workshop leaders: **Lenka Sokolová, Miroslava Lemešová, Udo Kittler**

C. How can teachers work together to help their students and institution to function better?

Learning and teaching are the most important things in schools and psychology teachers should be involved in projects attempting to improve teaching methods and students' study skills. The Berlin conference emphasizes **psychological literacy** and one of its objectives is to help individuals and organisations / institutions to function better. This workshop nicely aligns with this topic as I am going to talk about a project our teachers have set up this year to enhance students' learning strategies and motivation, and our teaching methods. We carried out a survey examining areas of learning in different subjects they might find problematic and reflect upon their learning methods. Teachers also organized a skills day off-timetable where teachers and students tackled problems students might have in different subjects.

Workshop leader: **Teija Jokinen-Luopa**

D. Developing the psychological literacy of parents of young children: Overcoming the uncertainty of young children

This is an interactive talk about the formation of psychological literacy (competence) for parents. Raisa and Olga will talk about how they share psychological knowledge with parents of pre-school children. The focus will be on the essence and types of uncertainty, the reasons for uncertainty, and recommendations for practice.

Workshop leaders: **Dr. Olga Zvereva and Dr. Raisa Chumicheva**

E. The psychology of personal appearance

Rampant capitalism presents all women and especially young women with images of appearance and bodily perfection that deliberately create anxiety and low self esteem. To achieve the perfection demanded, we are sold diets, miracle foods, exercise programs, cosmetic surgery, anti-ageing agents. Magazines present photographically enhanced models and the catwalks present thinness as the ideal. This workshop will look at these pressures and how psychology can help present a more positive approach.

Workshop leader: **Joe Cocker**

F. Twinning classes: students and teachers collaborating across borders

This workshop is for anyone who is interested in EFPTA's "Class Twinning" initiative. We will show you how it can be done; we will describe a partnership that has already been working for some time, share some ideas for potential projects and discuss the practical implications of working across two countries. You will even be able to register your interest and join a database of teachers who are looking for partners.

Workshop leaders: **Dorothy Coombs and Renate Schrempp**

G. Climate change in the classroom: can psychology teaching help us save the planet?

In European schools much attention is now given to environmental education, and education for sustainable development; can psychology contribute to this curriculum, and if so, how? Are there useful lessons for us teachers in the study of '**ecopsychology**'? In the face of global impacts of climate change and environmental degradation, does psychology education have a role in equipping young people to combat and cope with these threats? The aim of this workshop is to enable psychology teachers to share ideas and views on the relevance and potential benefits of bringing ecopsychology into the classroom.

Workshop leader: **Morag Williamson**

H. High impact teaching strategies

This workshop will present a variety of interactive teaching and learning strategies that can be used as starters, whole-class activities, or revision. The benefits of these strategies are that they ensure all students are learning, they encourage team work and social skills, and empower teachers and students alike. Bring a USB stick to take away some resources.

Workshop leader: **Jackie Moody**

I. Student experimental project: What makes a man – is it what he carries?

Diana's students have created a video (about 10 minutes) of a psychology experiment they designed and carried out during the last few months. It examines how attractive people think a man is, depending on different things he carries with him (such as a guitar or a sports bag). The students will present this video and are prepared to answer questions.

Workshop leader: **Diana Schulze & her students**, from Dessau (Sachsen-Anhalt)



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Contributors' biographies

Wolfgang Augustin - Germany

Wolfgang Augustin has been a teacher of English and Psychology for more than 30 years, at the Hermann-Gmeiner-Berufskolleg Moers, which is a vocational college with approximately 1400 students. As well as teaching he is also the coordinator for internationalisation. Over the past ten years he has worked as an external expert for the German national agency in charge of Leonardo da Vinci funding. He has been Treasurer of the EFPTA since 2004.

Michael Bürger - Germany

Michael Bürger is a psychology teacher in Leverkusen (near Cologne) since 2004, and has been Chair of the German National Association of Psychology Teachers since 2011.

Dr Raisa Chumicheva - Russia

Dr Raisa Chumicheva is Dean of the Faculty of Pedagogics and Practical Psychology at the Southern Federal University of Rostov-on-Don. Her scientific interests focus on the psychological problems of childhood, the role of the arts in child development, the training of teachers and psychologists, and education management; she has published extensively in these areas. Raisa has been active in EFPTA since 2009.

Joe Cocker - England

Joe is a retired psychology teacher, Life Member of the Association for the Teaching of Psychology (ATP, UK) and a founder member of EFPTA in 2004. He has worked to improve access to Further Education for students with disabilities. From 1994 until 2007 he organised the ATP Annual Conference and various other seminars and study days. It was the realization of a particular dream to see a European Teachers' group formed in 2004 and Joe organised the first EFPTA meetings and events. He has taken a particular interest in evolutionary psychology and also linguistics. Joe has travelled widely, especially in South America. His recently-published a book, "Barmaids and Butterflies", is a collection of articles and letters mixing topics of Psychology, Travel, Natural History and much more. See www.joegcocker.co.uk

Dorothy Coombs - England

Dorothy is a founder member of EFPTA and has recently retired (very early!) after teaching psychology for many years at a sixth form college (16-19) in England. She is the President of EFPTA and the Chair of the Association for the Teaching of Psychology (ATP), so she now spends much of her time sharing her many years of experience with other teachers.

Harpa Hafsteinsdóttir - Iceland

Harpa has been teaching psychology at MH College in Reykjavík, Iceland for the last 14 years. She became a board member of the Icelandic Association of Psychology Teachers in 2006. Currently she is the Chair of the association and has been their representative in EFPTA since 2007. She is also the Editor of the annual EFPTA Newsletter.

Teija Jokinen-Luopa - Finland

Teija is the vice-chair of the Finnish Association for the Teachers of Psychology. She is a teacher of psychology and English at Eira High School for Adults in Helsinki, which is the biggest high school for adults in Finland with about 2500 students representing 98 different nationalities! Teija has been teaching Cambridge international A and AS level Psychology for about 15 years. Teija loves her work and feels that this is the best place to work she can possibly imagine!

Dr Udo Kittler - Germany

Udo Kittler is retired Director of Studies at University of Dortmund (TU), doctor of Educational Sciences, teacher of Psychology for more than 40 years, docent of didactics of teaching of psychology, former representative of German-Russian scientific cooperation of both universities Rostov-on-Don and Dortmund, visiting professor of Southern Federal University Rostov-on-Don, Secretary to EFPTA, and author of books (Didactics of Psychology, German Language education, Bibliotherapy, Psychology of Literature).

Marjatta Lehtovirta - Finland

Marjatta Lehtovirta graduated from Jyväskylä University, Finland, in 1974. She is a psychologist and psychology educator, as well as a psychology textbook author, and is President of the Committee of Psychology Teachers in the Finnish Psychological Association. Marjatta is an Adviser to the EFPTA Board.

Miroslava Lemešová - Slovakia

Miroslava Lemešová teaches and researches at the Comenius University, Slovakia. Mirka is a Vice-Chair of the recently-established Slovak Association for the Teaching of Psychology, and a university teacher of psychology and social-psychological training.

Annette Lindner - Germany

Annette Lindner is a psychology teacher from Hamburg and is Chair of the Landesverband der Psychologielehrerinnen und -lehrer, Hamburg.

Jackie Moody - Luxembourg

Jackie Moody studied for her psychology degree with the Open University whilst serving overseas in a clinical capacity as a Senior Army Welfare Worker. Jackie now teaches psychology at an International School in Luxembourg, where she is Director of Sixth Form. She is an examiner for the English awarding body Edexcel, and a member of the Association for the Teaching of Psychology (ATP) as well as member for Luxembourg on the EFPTA Board.

Dr Franziska Moser - Germany

Dr Franziska Moser studied Psychology at the University of Bern. She was a fellow of the European Marie Curie Initial Training Network "Language, Cognition, and Gender", and finished her PhD in Psychology on gender fairness in educational material and individual use of gender-fair language at the Freie Universität Berlin.

Astrid Scherrebeck - Denmark

Astrid Scherrebeck studied the History of Art at Aarhus University, Denmark, 1977-1983, and later graduated in Psychology, at University of Roskilde, Denmark, 1998-2001. She works at Toender Gymnasium in South Jutland, where she teaches Art and Psychology to 17-20 year old students.

Renate Schrempf - Germany

Renate was the President of EFPTA from 2011-2013. She has been an active member of the German Association of Psychology Teachers for over 20 years and has been their representative in EFPTA since 2005. She also represents EFPTA on the Board of Educational Affairs at the European Federation of Psychologists' Associations (EFPA). Renate is Educational Consultant for Psychology to the Stuttgart regional authority (Baden-Württemberg). She has taught psychology at a German Gymnasium for more than 20 years, and delivers professional development courses (initial and continuing) for psychology teachers.

Diana Schulze

Diana Schulze is a Psychology teacher at a Fachgymnasium in Dessau (Sachsen-Anhalt), a vocational high school for Health and Social Affairs. She is Vice-Chair of the German Psychology Teachers' Association.

Lenka Sokolová - Slovakia

Lenka delivers teacher education for psychology teachers, including coordinating teaching practice placements for trainees. Her PhD is in educational psychology, and she has worked both as a secondary school teacher of psychology, and a university teacher of psychology, specialising in teaching methodology. She is active as a researcher in pre-tertiary psychology education, and is a member of the EFPTA Research Team. Lenka is a Chair of the Slovak Association.

Heather Taylor - England

Heather taught at Prior Pursglove 6th Form College in Yorkshire for over 20 years, teaching A level and IB Psychology, Biology and Free Standing Maths Qualification (FSMQ). She has a passion for environmental issues, and has a background in biology, having worked in agricultural development in Zambia before starting to teach science at secondary school level in the UK. Although this year she is not teaching full time, she continues to be an A level examiner of Psychology with one of the main exam boards, contributes to an exam board forum, and is interested in the role of statistics in pre-tertiary Psychology. A member of the ATP committee, she currently coordinates the membership team.

Morag Williamson - Scotland

Morag is a founder member of EFPTA and represents the Scottish psychology teachers' association on the EFPTA Board. She has taught psychology from secondary school level to post-graduate level for over 25 years. She is a former Principal Assessor for National Qualifications in psychology (Scotland). Her main teaching areas are developmental psychology and research methods and statistics in psychology; her research interests focus on teaching and learning effectiveness, and she is a member of the EFPTA Research Team.

Dr Olga Zvereva - Russia

Dr Olga Zvereva was born in the Crimea and graduated from the Rostov-on-Don Pedagogical Institute. She has taught and researched in the Faculty of Pre-school Education at the Moscow State Pedagogical University for over 25 years. She has researched extensively into problems of socialisation in the family and family/kindergarten interaction, and has published c.70 scientific articles as well as textbooks and handbooks for parents and teachers.



EFPTA Board - information

The EFPTA Board comprises representatives of all member associations, some individual members, and a small number of Advisors. The Board meets twice a year, and meetings are announced on the website. All members of EFPTA member associations are welcome to attend Board meetings as observers. Please see the website (www.efpta.org) or contact the Secretary, Udo Kittler, for further information (juu.kittler@t-online.de).

Board meetings 2014:

Friday 11 April, 09.00 – 11.00, at WannseeForum, Berlin, Germany

(this is just before the start of the Conference but is not part of the Conference programme).

Saturday 25 October, 09.30-16.00, Edinburgh, Scotland (venue to be confirmed).

EFPTA Board members and national representatives are currently:

Dorothy Coombs (England) – President	dorothycoombs21@gmail.com
Hannele Puolakka (Finland)- Vice-President	hannele.puolakka@fimnet.fi
Udo Kittler (Germany) – Secretary	juu.kittler@t-online.de
Wolfgang Augustin (Germany) – Treasurer	w-augustin@web.de
Renate Schrempf (Germany)	renate.schrempf@t-online.de
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