Where do we go from here?

Presentation to EFPTA conference
Bratislava, 15-17 April 2010

EFPTA Research Team:

- Renate Schrempf (Germany)
- Lenka Sokolová (Slovakia)
- Morag Williamson (Scotland)

In this presentation:

- An overview of EFPTA's
  Aims, Activities & Plans
- Within this context, the role of our ongoing **survey of Pre-university Psychology Education in Europe** (PUPEE)
- Add *your* contribution to the **mindmap poster!**

The EFPTA context - Aims

Aims of the Federation:

- To share knowledge and experience of psychology teaching
- To promote psychology teaching at pre-university level
- To compare curricula
- To examine issues of staff training and development
- To share information on teaching methods and materials
- To compare examination/assessment procedures
- To investigate sources of funding for exchanges and joint projects
- To promote staff exchanges and joint psychology projects

Source: EFPTA Constitution, http://www.efpta.org

The EFPTA context - **Activities & Plans**

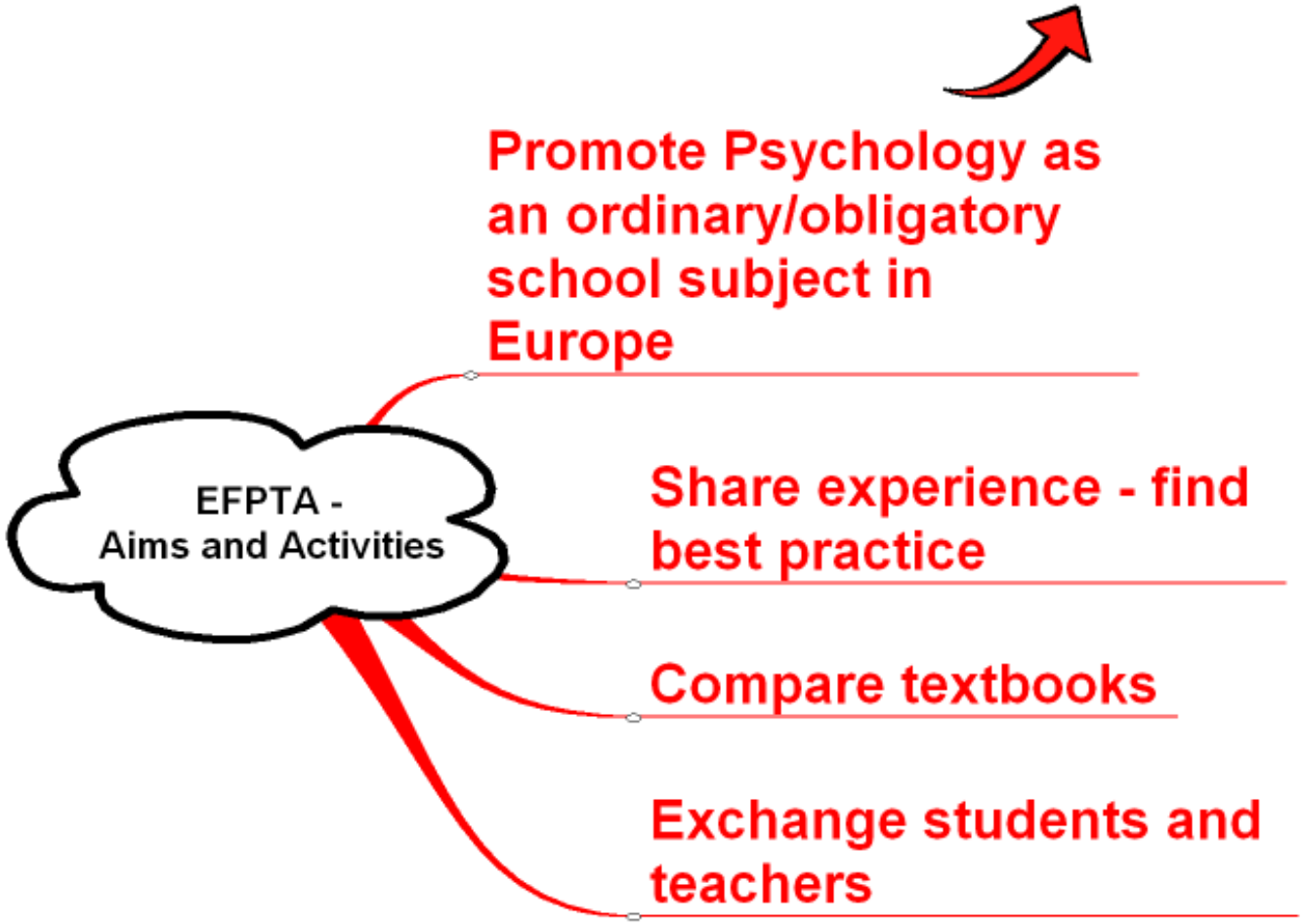
Renate Schrempf, Germany

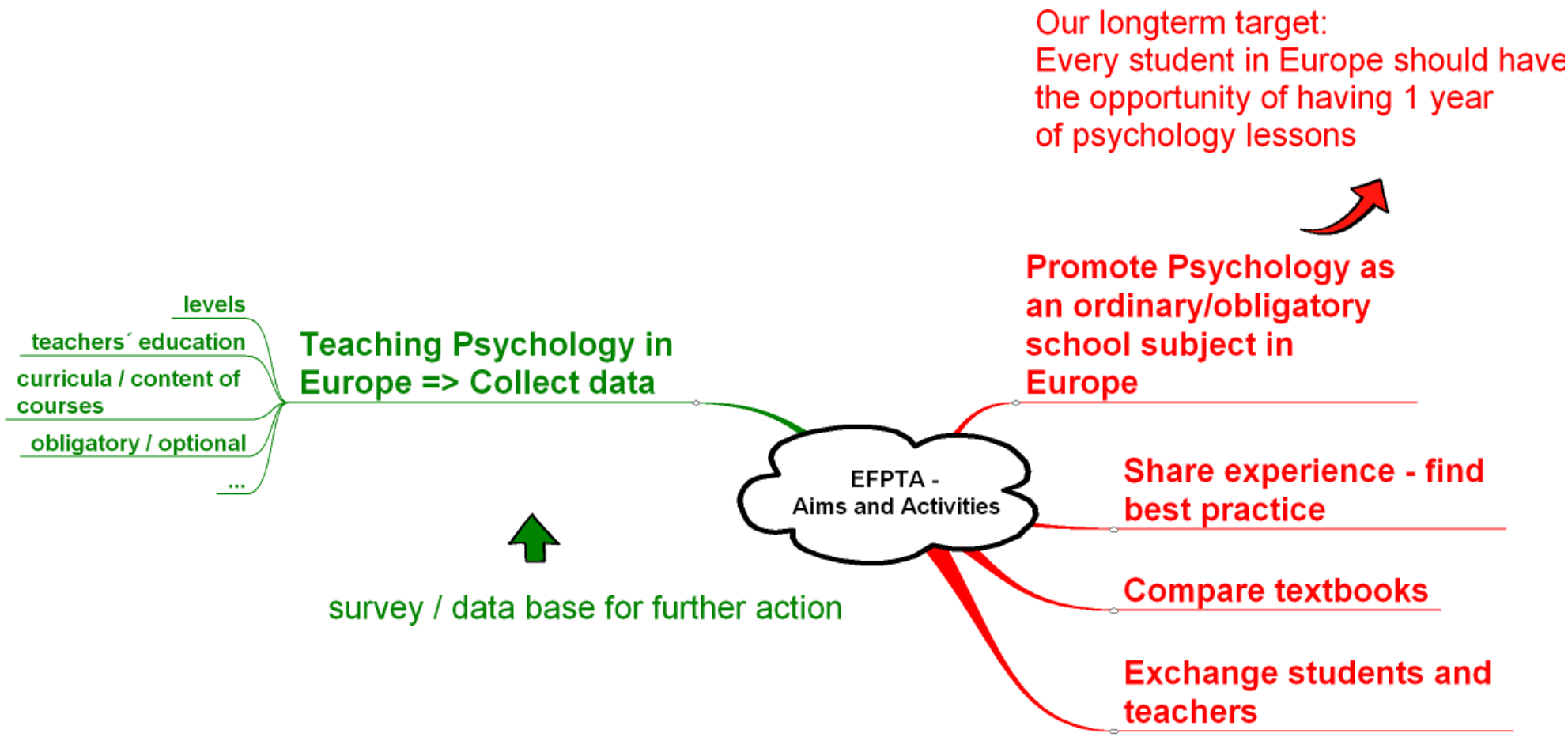
Vice President of EFPTA

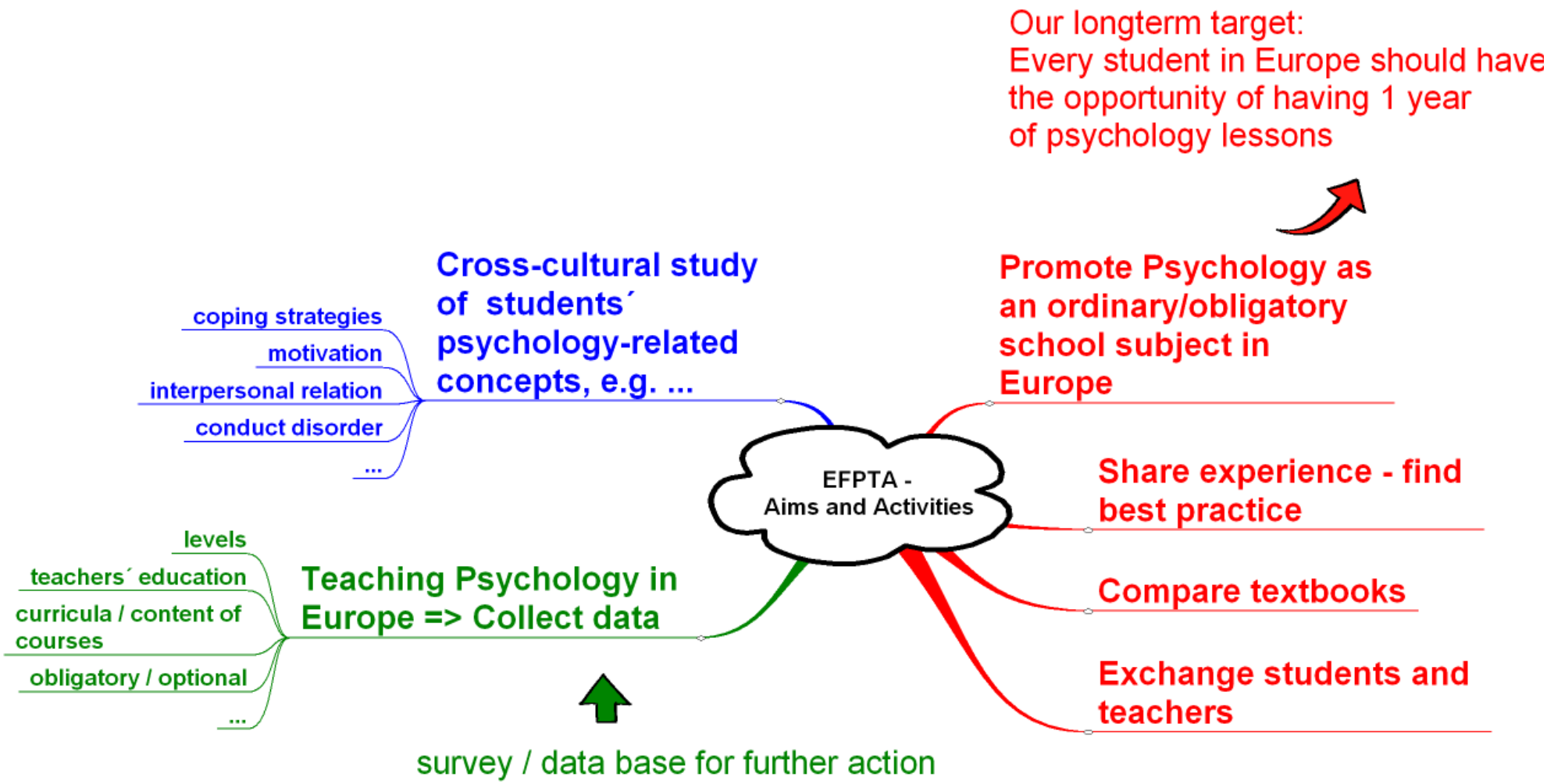
Our longterm target:
Every student in Europe should have the opportunity of having 1 year of psychology lessons

Promote Psychology as an ordinary/obligatory school subject in Europe

Our longterm target:
Every student in Europe should have the opportunity of having 1 year of psychology lessons




Our longterm target:
Every student in Europe should have the opportunity of having 1 year of psychology lessons
Promote Psychology as an ordinary/obligatory school subject in Europe
Share experience - find best practice
Compare textbooks
Exchange students and teachers
EFPTA - Aims and Activities
Teaching Psychology in Europe => Collect data
levels
teachers´ education
curricula / content of courses
obligatory / optional
...
survey / data base for further action


Our longterm target:
Every student in Europe should have the opportunity of having 1 year of psychology lessons
Cross-cultural study of students´ psychology-related concepts, e.g. ...
coping strategies
motivation
interpersonal relation
conduct disorder
...
Promote Psychology as an ordinary/obligatory school subject in Europe
EFPTA - Aims and Activities
Share experience - find best practice
Compare textbooks
Exchange students and teachers
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...
Teaching Psychology in Europe => Collect data
survey / data base for further action

Review of Stage 1 survey findings

Morag Williamson, Scotland

The aim was:

To produce a database of information on pre-university psychology education in Europe, including:

- **curricula**
- **learning, teaching and assessment**
- **teacher training & professional development**

Review of Stage 1 survey findings

- **Stage 1** of the survey: March-April 2009
- **Sample**: 16 Psychology teachers in nine European countries / regions
- **Online survey**: 52 items, mainly quantitative
- **Preliminary findings** were reported at EFPTA / ATPS conference, Edinburgh, April 2009

Review of Stage 1 survey findings

Database of information for each country on:

- Types & percentage of institutions where pre-uni psych is taught
- Availability of ISCED level 3 psych course(s)
- Availability of ISCED level 2 psych course(s)
- Courses compulsory / optional
- Teachers' views on:
  - whether psychology course(s) should be AVAILABLE for all young people
  - whether any psychology course(s) should be COMPULSORY

Review of Stage 1 survey findings

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Nature of psych courses :

- Provided by national awarding body / regional authority / designed by school itself (& accredited)
- Single-subject course / component of a group of subject courses
- Academic / vocational / personal wellbeing
- Psychology content of courses
- Length and weighting within student's timetable ie hours per week, number of weeks / years
- Types of assessment

DATABASE OF PRE-UNIVERSITY PSYCHOLOGY EDUCATION IN EUROPE, APRIL 2010

Institutions / qualifications / levels (Czech Republic – Denmark – England – Finland – Germany)

	Czech Republic	Denmark	England	Finland	Germany	Germany	Germany	Germany	Germany
Respondent Institutions	7	8	6	5	2 Region?	4 Nordrhein-Westfalien	9 Baden-Wurttemberg	10 Region?	13 Nordrhein-Westfalien
Type of schools/colleges where psychology is taught:									
Primary /elementary school (c.4-12 years)	-	-		-	-	-	-	-	-
Lower secondary / Junior high school (c.11-15 years)	-	-		✓	-	-	-	✓	-
Upper secondary / senior high school (c.14-19 years)	✓	✓	✓	✓	✓	✓	✓	✓	✓
College (c.15-19)	-	-	✓	✓	✓	✓	-	-	-
Other	-	-	-	-	-	vocational schools	-	-	-
Percentage of 15-19 institutions where psychology is taught (estimate)	10%	100%	75%	100%	25%	<25%	-	-	-
ISCED 3 qualifications									
At least one course /qualification at this level (described below)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Two or more courses at this level?	-	-	✓	✓	-	-	-	-	-
Is this course, or any 15-19 psychology course, compulsory?	NO	NO	NO	YES	YES In Health & care only	NO	NO	-	NO
Should some psychology education be compulsory for all 15-19 year-olds?	Agree	Agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	-	Strongly agree
ISCED 2 qualifications									
At least one course /qualification taught at this level (junior secondary, c.11-15 yrs)	NO	NO	NO	YES	NO	YES	NO	YES	NO
Should psychology be available at this level?	Unsure	"Possibly – it would provide info and skills"	Unsure	Strongly agree	Unsure	Strongly agree	Strongly agree	Strongly agree	Disagree
Notes	-	-	-	-	-	-	-	Junior sec courses offered in Berlin-Brandenburg & Saxonia-Anhalt	-

Institutions / qualifications / levels (Iceland – Scotland – Slovakia – Spain)

	Iceland	Iceland	Iceland	Iceland	Scotland	Slovakia	Spain
Respondent Institutions	4 respondents 3, 11, 12, 15	11	12	15	16	1	14
Type of schools/colleges where psychology is taught:							
Primary /elementary school (c.4-12 years)	-	-	-	-	-	-	-
Lower secondary / Junior high school (c.11-15 years)	-	-	-	-	✓	-	-
Upper secondary / senior high school (c.14-19 years)	-	-	-	✓	✓	✓	✓
College (c.15-19)	✓	-	-	✓	✓	-	-
Other	-	-	-	-	-	-	-
Percentage of 15-19 institutions where psychology is taught (estimate)	75%	-	-	90%	60%	100%	50%
ISCED 3 qualifications							
At least one course /qualification at this level (described below)	✓	✓	✓	✓	✓	✓	✓
Two or more courses at this level?	-	-	-	-	-	YES In vocational education	
Is this course, or any 15-19 psychology course, compulsory?	NO	NO	-	YES (in some schools)	NO	YES	NO
Should some psychology education be compulsory for all 15-19 year-olds?	Strongly agree	-	-	Agree	Strongly agree	Strongly agree	Strongly agree
ISCED 2 qualifications							
At least one course /qualification taught at this level (junior secondary, c.11-15 yrs)	NO	-	-	NO	YES	NO	NO
Should psychology be available at this level?	Unsure	-	-	Disagree	Strongly agree	Unsure	Agree

Description of courses (Czech Republic – Denmark – England – Finland – Germany)

	Czech Republic	Denmark	England	Finland	Germany	Germany	Germany	Germany	Germany
ISCED level 3 COURSE 1 – name of course	IB (Czech Maturita does not offer Psychology)		A-Level Psychology OCR (= one of 3 awarding bodies)				Wahlkurs Psychologie (Grundkurs)	-	Psychologie
Description 1 – in context of curriculum	Component of a group of subject courses	Single-subject course	Single-subject course	Single-subject course	Single-subject course	Component of a group of subject courses	Single-subject course	-	Single-subject course
Description 2 - nature	Academic	Academic "C level"*	Academic	Academic, Personal wellbeing	Vocational	Academic	Academic	-	Academic, Vocational, Personal wellbeing
Course content: a.Biopsychology	✓	✓	✓	✓	-	✓	-	-	✓
b.Cognitive	✓	✓	✓	✓	-	✓	✓	-	✓
c.Developmental	✓	✓	✓	✓	✓	✓	✓	-	✓
d.Humanistic psychology /counselling	-	-	✓	✓	-	✓	-	-	✓
e.Individual differences – Intelligence	-	✓	✓	✓	✓	✓	✓	-	✓
f.Individual differences – personality	-	✓	✓	✓	✓	✓	✓	-	✓
g.Individual differences –psych disorder	✓	✓	✓	✓	✓	✓	-	-	✓
h.Practical research skills	✓	-	✓		-	✓	-	-	✓
i.Psychodynamic approaches	-	-	✓	✓	✓	✓	-	-	✓
j.Research methods	✓	✓	✓	✓	-	✓	✓	-	✓
k.Social Psychology	✓	✓	✓	✓	✓	✓	✓	-	✓
l.Other	Health psychology Sport psychology	-	-	-	-	-	-	-	Vocational psychology
Type of assessments: a.Written exam	✓	-	✓	✓	✓	✓	✓	-	✓
b.Coursework essays	-	-	-	✓	-	✓	-	-	✓
c.Research reports	-	-	-	✓	-	✓	-	-	✓
d.Presentation	-	-	-	✓	✓	✓	-	-	✓
e.Multi-choice test paper	-	-	-	-	-	-	-	-	✓
f.Multi-choice test computer	-	-	-	-	-	-	-	-	
g.Other	Experiment design	Oral exam, 2 types	-	-	-	-	-	-	Oral exam
Length of course – weeks/years	2 academic yrs	1 academic year	2 academic yrs	-	2 academic yrs	2 academic yrs	1 academic year	-	3 academic yrs
Weighting of course in full-time student timetable (hours per week)	4 hours per week	3 hours per week	4.5 hours per week	5 hours per week	-	2-3 hours or 5 hours per week	2 hours per week	-	3-5 hours per week
No. of students taking the course (as % of national 15-19 cohort, if possible)	-	-	-	-	-	-	-	-	-
No. of students achieving course award (as % of national 15-19 cohort, if poss)	c.9000 worldwide	-	c.25000	-	-	-	c.5000 in Baden-Wurttemberg	-	800
Organisation providing the course	Regional awarding body	National awarding body	National awarding body	National awarding body	Regional awarding body	Regional awarding body	Regional awarding body	-	Regional awarding body

Description of courses (Iceland – Scotland – Slovakia – Spain)

	Iceland	Iceland	Iceland	Iceland	Scotland	Slovakia	Spain
ISCED level 3 COURSE 1 – name of course	Sál 213, Lífeðlisleg sálfræði (Biological psychology)	Sál 213, Lífeðlisleg sálfræði (Biological psychology)	Sál 403, Félags- og persónuleikasál fræði (Social psychology)	IB Stúdentspróf	NQ Higher Psychology		Psicologia
Description 1 – in context of curriculum	Single-subject course	Single-subject course	Single-subject course	Component of a group of subject courses	Single-subject course	Component of course in another subject	(optional)
Description 2 - nature	Academic	Academic	Academic Personal wellbeing	Academic	Academic	Academic	Academic
Course content: a.Biopsychology	-	✓	-	✓	✓	-	-
b.Cognitive	-	-	-	✓	✓	✓	✓
c.Developmental	✓	-	-	✓	✓	-	✓
d.Humanistic psychology /counselling	-	-	-	-	✓	-	-
e.Individual differences – Intelligence	-	-	✓	-	✓	-	✓
f.Individual differences – personality	-	-	✓	-	✓	-	✓
g.Individual differences –psych disorder	✓	-	-	✓	✓	-	-
h.Practical research skills	✓	✓	✓	✓	✓	-	-
i.Psychodynamic approaches	-	-	-	-	✓	-	-
j.Research methods	✓	✓	✓	✓	✓	✓	-
k.Social Psychology	-	-	✓	-	✓	✓	-
l.Other	-	-	-	-	-	-	-
Type of assessments: a.Written exam	✓	✓	✓	✓	✓	✓	✓
b.Coursework essays	✓	✓	-	✓	-	✓	✓
c.Research reports	✓	✓	✓	✓	✓	-	✓
d.Presentation	✓	✓	✓	✓	-	-	-
e.Multi-choice test paper	✓	✓	✓	✓	-	-	-
f.Multi-choice test computer	-	-	-	-	-	-	-
g.Other	-	-	-	-	-	-	-
Length of course – weeks/years	10-15 weeks	10-15 weeks	10-15 weeks	2 academic years	1 academic year	10-15 weeks	2 academic years
Weighting of course in full-time student timetable (hours per week)	4 hours per week	4 hours per week	4 hours per week	5 hours	4 hours per week	1 hour per week	2-3 hours per week
No. of students taking the course (as % of national 15-19 cohort, if possible)	-	-	-	-	c.3000	100%	c.100%
No. of students achieving course award (as % of national 15-19 cohort, if poss)	-	-	-	c.15 on IB 100s on nat prog	c.2200	c.10% (2007) Exam optional	-
Organisation providing the course	National awarding body	National awarding body	National awarding body	IBO (international awarding body)	National awarding body	National awarding body	-

Review of Stage 1 survey findings

.....continued

Specific points of interest:

- Differences in emphasis on **value of qualification / award:** in some cases many students take the course but few take the exam, whilst in other countries EVERY student who takes the course is expected to take the exam to obtain the award
- Opinion is divided on whether psychology should be taught at **lower secondary level**
- Large differences between countries in requirements for **teaching qualifications**

Stage 2 of survey: Where do we go from here?

- Stage 1 has shown that an online survey of psychology teachers/EFPTA members is relatively easy to conduct
- So, what do we **really** want to find out next?
- What kind of evidence is most useful for pursuing EFPTA's aims?
- What kind of evidence will support our case for pre-university psychology education for all young people in Europe?

Stage 2: Proposal (1)

A survey seeking more detailed info on an area that featured in Stage 1, such as:

- Psychology curriculum
- Statistics on psychology student numbers
- Types of assessments
- Teacher-training for psychology
- Range of roles of psychology teachers
- ...etc.

Sample would be similar to Stage 1.

Proposal (2)

A survey of perceived outcomes of pre-university psychology education

- There is research evidence of benefits of university-level psychology education - for individual & for society - but little research pre-uni
- Pre-uni psychology education can reach large numbers of young people → can increase levels of "**psychological literacy**" in general population
- Outcomes difficult to measure objectively, but **perceived** outcomes can be measured

Sample would be a large number of psychology teachers, students, graduates

Proposal (3)

- Comparison of European countries' **key educational objectives /principles / criteria** for their school curriculum, and to what extent pre-uni psych education meets these criteria.
- For example, in Scotland our curriculum aims to produce "**confident individuals, successful learners, effective contributors, and responsible citizens"** – it is not difficult to show how psychology can meet all of these criteria!

This would be a "mapping" exercise using published education documents; we would need a volunteer from each member association to analyse info in their own country/region (there would be no sample)

Proposal (4)

Investigate efforts of psychology educators in various countries to develop pre-uni psych education within their country/region

- Aims, activities, perceived barriers to development?
- Establishment suspicion?
- Lack of awareness of status of pre-uni psych education in Europe?

Proposal (4) *continued*

Examples of some campaign aims:

- Get psychology formally included in the national /regional curriculum
- Establish a psychology national qualification at ISCED level 3
- Establish psychology course(s) at ISCED level 2 (lower secondary)
- Require pre-uni psych qualification for university entry for psychology/related subjects
- Require teaching training for pre-uni psychology on an equal basis with other subjects
- Improve resources and professional development

Proposal (5)

A survey of our pre-university psychology students

- Their perceptions of the subject
- Their motivation
- Their learning processes / meta-cognition
- ...etc.

Sample would be a large number of pre-uni psychology students and possibly undergraduates

Do we have the resources to conduct research?

- If a large sample is sought from psychology teachers and/or students we would need to make survey available in several languages
- We need to investigate research funding possibilities from:
  - institutions and organisations in our own countries
  - European educational organisations
  - Other ...?

Please contribute your views / ideas /proposals!

- Use the sticky notes to write your ideas /comments and attach to the poster
- Write your **email address** too if you would like us to contact you
- Or – speak to us here!
- Or email us: m.williamson@napier.ac.uk & renate.schrempf@t-online.de