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## EFPTA Newsletter September 2016

### From the Editor

Welcome to the latest edition of the EFPTA newsletter, most of which contains the reflections from the workshops from the Prague conference. Teachers and colleagues from 14 countries came together to share good practice and talk all things psychology. Thank you for all for your lovely contributions to make this newsletter such a success. It is great to hear how different countries teach and use psychology. Without doubt we are constantly learning from each other in order to provide the best service to our students.

The conference this year was held at the Ganimed Centre in Prague on 8-9 April and the theme was 'Teaching the Science of Psychology'.

On behalf of the EFPTA board and everyone who attended we must give a massive thank you to Lenka Sokolová and her colleagues in Slovakia and the Czech Republic who worked tirelessly behind the scenes to make the conference such a great success. I am sure we all appreciate the amount of time needed to organise a conference and deal with last minute problems on the day - Lenka remained calm and collected throughout.

The next Conference will be held Reykavik in 2018, so please keep checking the website for further information.

Kind regards,

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## President's report

Dear colleagues, European psychology teachers, I am delighted to welcome you to the 2016 EFPTA Newsletter. My special thanks go to Jackie Moody for collecting and editing items for this edition.



This year's EFPTA conference was in Prague. Our conference theme was Teaching the Science of Psychology and it was really "THE" event of this year. As a group of about 90 participants from 14 European countries we represented Europe in its unity and in its diversity. The feedback has been very positive and delegates have commented on how the programme was both enjoyable and beneficial. Enormous thanks go to our keynote speakers Prof. Iva Stuchlíková, Mgr Alena Nohavová and Dr Guy Sutton. You will find more about the Prague conference in this newsletter and also from our website [www.efpta.org](http://www.efpta.org).

EFPTA Board members started the arrangements of the conference in early 2015. My warm thanks to all those who helped in all sorts of ways in organizing the conference. Especially I thank Lenka Sokolová (Slovakia) and Morag Williamson (Scotland) who worked very intensively with the help of Dorothy Coombs (England), Wolfgang Augustin (Germany) and Renate Schrempf (Germany).

Renate Schrempf and Morag Williamson are also our representatives in EFPA BEA (European Federation of Psychologists' Associations – Board of Educational Affairs). It is very important that we have connections to different areas of psychology and education and therefore we can be proud of this possibility and activity.

As EFPTA President I strongly recommend Erasmus+ KA1 (Key Action 1). It is about mobility which would usually mean you spend time abroad. Mobility projects can cover one or more of the following: study courses, observation, job shadowing, training, and teaching. For individuals or groups of staff this can mean activity for as little as two days or up to two months in duration. This is a possibility for you to improve your skills, enhance your employability and cultural awareness. It is possible for you to apply for support, for instance for our next conference (Reykjavik, Iceland in 2018) or for the ATP conference. In order to get the support for our conference in Reykjavik you should write the application in February 2017. So please contact your national EU-organisation and keep in mind they can also help you to write the application. It would be nice to find that the European psychology teachers are active in writing applications and getting support!

I would also like to remind you about the possibility to "twin your psychology class". Our students often study similar topics at similar levels. As teachers you could link up across national boundaries and help your students to work collaboratively on a project, such as a research practical by using online media. "A project" could be just one activity, one meeting in Skype, or it could be a project that lasts for one year, however, I do recommend that you start with an easy task. We have already had good results from these activities and EFPTA Board members can help you find a 'twinning' partner!

On a final note, the year behind us was excellent if we think about EFPTA, but it was sad for us as Europeans, after what happened in Paris and Brussels, Europe may never feel as free

again. However, let's work together with our students for the better and peaceful future during the year in front of us. I hope you read all these interesting and informative articles and enjoy this newsletter, and feel inspired to get involved with EFPTA. I wish you all the best!

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## Conference reports, Prague April 2016

**KEYNOTE: Teaching Psychology in the Czech Republic – what we are dealing with. Prof. Paed Dr.Iva Stuchliková, CSc, and Mgr. Alena Nohavová, PhD.** *Report by Jackie Moody*



Iva is an Educational psychologist at the University of South Bohemia, her main research interests are emotions and motivation. Alena also works at the university and her main interests being expression in relation to self concept and personal growth. In their session they talked about teaching future teachers the who, what, why and how of the curriculum, in particular key competencies vs literacy and student feedback. Psychology is taught in over 700 schools in the Czech Republic where students receive 1-2 hours a week for 1 year in the technical strand which is embedded in the social science programme or can be more specialised for 4 years in the vocational strand.

Psychology teachers are mostly non-specialist and therefore sometimes do not have enough experience and background to go into any depth in the subject. Unfortunately there is low interest in attending university courses and universities are not keen in promoting new courses. However a survey from students found that 77% feel psychology should be introduced at secondary school. They also found that 23% are dissatisfied with the teaching but it is unknown at this stage whether it is the content or the way it is being taught. At present it was felt that the curriculum is too theoretical, focusing on the history of psychology and lacking in any practical application.

Iva and Alena are really keen to see the pedagogy change so that students can fully engage in the activities and experiences. They made reference to the perspective of the learner and moving away from passive and objective learning. The Philetic approach takes a constructivist model connecting all three layers (Slavik, 2007), suggesting it is important to see students as individuals with aspirations, concerns and feelings. This requires the teacher to consider what and how information is taught.

Looking to the future they accept that not all teachers are specialist, and a full scale survey is needed in upper secondary level to identify the needs of the teachers, then to identify WHAT should be taught and HOW to effectively deliver the information. These are early days,

progress is slow, the last reform in 2007 introduced the opportunity to bring in psychology at a basic level. But it is clear that change is happening and using EFPTA as a platform is a great opportunity for developing networks and sharing good practice.

## **Workshop 1: Active Classroom! Three reports.**

### *Report by Mandy Wood (England)*

Great fun was had by all in this interactive session led by the inimitable Jackie Moody and ably assisted by the lovely Harpa. My group comprised dear friends Matt Jarvis and Helen Gibb and we were joined by our new comrade Hofie from Iceland. (NB. Suffice to say we felt it necessary to cement our fledgling friendship the following evening over shots of Becherovka and Burroughs Reserve in "The Americky", the oldest bar in Prague!)

A circus of group activities, requiring little to no teacher direction ensued. We dutifully perambulated in a clockwise direction, experiencing a smorgasbord of psychological teasers. Starting with a storyboarding exercise, we had 8 minutes to create a series of at least 6 illustrations, using no words at all, about a study of our choosing. With little ado we settled on Watson and Rayner's (1920) single participant experiment, where 10 month old "Albert" was classically conditioned to fear a white rat. Under Mrs Gibb's authoritative direction, Albert was nimbly sketched, playing amicably with a rat, who looked rather more like a hedgehog, it has to be said. This simple tableau revealed that this benign creature was initially a "neutral stimulus" for Albert, before the narrative took a malignant turn as Watson alarmed dear Albert with the crashing of the iron bars. As pointed out by Matt, of course, if the evil Watson had indeed used a hedgehog perhaps he could have saved money on the bars and just allowed wee Albert to explore the prickles...That aside, we were most pleased with our creative efforts, enjoying a short-lived congratulatory interlude, before finding ourselves gainfully employed with the instructions for activity 2.



A short quiz followed, regarding our knowledge of "sleep hygiene", that is, those habits which either impair or enhance the quality of our sleep. Dr Sutton's keynote later addressed how sleep is indeed central to the process of hoovering out one's synapses, ensuring the safe disposal of left over neurotransmitters left kicking around in our countless clefts. This process, in turn, improves cognitive function the following day, allowing for speedier access of stored information and the ability to maintain and switch attention with greater facility. The irony was not lost on me, as I yawned my way through the session, delving into the recesses of my memory, in an attempt to retrieve various psychological trivia with variable success. The multiplicative effect of some very early starts, necessitated by our overland travel to Prague coupled with a traditional ATP style late night on Thursday had meant that neurohousekeeping had sadly been rather neglected. All group members completed a raw data table with their quiz scores after checking the carefully prepared answers and



then the group were challenged to think about how the activity could be extended and what learning outcomes might be addressed. For example, we thought perhaps that a variety of differentiated research methods and experimental design issues could be consolidated and that this might in fact lead to discussion of levels of measurement and appropriate descriptive statistics not to mention the generation of hypotheses which could be tested. We wondered whether it could indeed lead to a correlational study whereby pupils also completed a sleepiness inventory to see whether those with better knowledge of sleep hygiene benefited through decreased day time sleepiness. This would allow introduction of correlation coefficients and statistics such as Spearman's Rho.

Activity 3 and 4 tested our basic neuro-knowledge as we completed a small jigsaw puzzle of the brain and were tasked with labelling a variety of regions with colourful sticky notes. Next up we had to create our own motor neuron using a range of craft materials including a sticky dot, pipe-cleaners, macaroni pasta tubes and a polystyrene flower, again labelling the areas appropriately. With some sense of accomplishment we moved to our final activity where we were divided into pairs and asked to match 16 adjectives to 16 European countries in a task that centred on national stereotypes. We then teamed up with another pair to examine the extent to which these beliefs were shared. This was a most successful and illuminating activity given the mixed nationalities of the group members. This fun exercise again allowed us to think about cultural differences and potential methods and stats activities that might be born of a simple 10 minute starter.

This was a joyful and relaxed afternoon with much laughter, allowing us to bond with new friends but also encouraging us to ensure that learners are participative in their progress, embedding assessment for learning along the way whilst allowing for stretch and challenge of the stronger pupils through open extension questions.

Thank you to the workshop facilitators; Jackie, Harpa, Dorothy, Morag, Mette, Andy, Jock, Hannele, Lenka and Ann for facilitating such positive and enjoyable sessions with your great sense of fun and eternal enthusiasm.

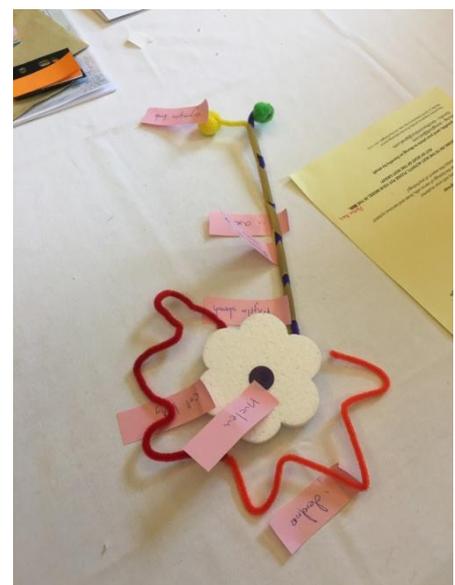
### ***Report by Frank Windgassen (Germany)***

The idea of the workshop was to give teachers information about how to motivate, activate and get students interested during the lesson. In order to achieve this objective the workshop was held in parallel in four different rooms, so a significant number of colleagues could attend and experience the workshop.

Each group formed mini teams who came together at their tables where they found material, being ready for them. The task was to use the material in order to produce the model of a neuron. After a short personal introduction of the members of every team everyone used his own creativity and stepped into the shoes of the students.

At the next station we found a puzzle that visualized the different parts of the human brain. After we solved the puzzle correctly we marked the pieces with the right technical terms.

The following task was to sketch the design and development of the most important classical psychological experiments in the form of story boards and at the last station we had to match national stereotypes with nationalities. It was amazing to see how delegates at an EFPTA



conference are influenced by stereotypes like “Germans cannot be funny” or “French are always late”. This led to a stimulating discussion!

**Report by Melanie Richter (Germany)** After the opening of the Conference and the first keynote, all delegates were welcomed to join the workshop “Active Classroom!” which included a variety of group learning tasks everyone was able to actively take part in. The great variety of tasks ranging from building a neuron to creating a story board allowed the participants to have a practical start into the Conference. As the workshop also provided the first chance of getting to know other delegates, connecting and networking between teachers and psychologists from all over Europe, one was able to exchange questions, information and opinions or sociably chat whilst working in groups.



Five group work stations with one exercise each were already carefully set up and after splitting up into small groups, everyone was asked to put oneself into the shoes of a student and work on the interesting activities from the perspective of a student rather than the one of a teacher. The five tasks illustrated a wide range of different aspects of psychology and included putting together a jigsaw puzzle of a brain and naming the brain parts, building a neuron, creating a story board of a famous research study in psychology, filling out a sleep beliefs scale and creating the “perfect” European as an exercise on stereotypes.

## **Workshop: The Dissected Brain: A Demonstration of Similarities in Comparative Neuroanatomy**

**Dr. Guy Sutton, Director, Medical Biology Interactive**

It is definitely not surprising that this workshop was one of the first fully booked. Guy Sutton showed the delegates how to use interaction and experience in the teaching of the topics, which often seem to be difficult or even not attractive for our psychology students. Guy performed a dissection of a sheep’s brain, illustrating similarities and differences in sheep’s and human brain anatomy - such as the cerebrum, cerebellum, corpus callosum, hippocampus. The delegates were encouraged to assist the dissection, to hold the brain and to ask questions. Guy is a very professional and enthusiastic presenter, which made the workshop a really wonderful experience which attracted, not only the participating psychology teachers, but also the conference venue staff ☺.



**Report by Lenka Sokolová (Slovakia)**

## **Workshop : Brain functions and psycho-pedagogical support of cognitive activity in pre-schoolers.**

**Prof. Olga Zvereva and Dr Raisa Chumicheva (Russia)**

The presentations included both theoretical and practical aspects including; the study of brain functions from the Russian perspective, the problem of studying mental activity in Russian psychological science, psycho-pedagogical support of mental activity in pre-schoolers, exercises in the development of cognitive activity. The speakers spoke about L. S. Vygotsky's science concepts and their actuality today. Theoretical data about the brain has brought about a unified theory of teaching which has developed in education, to help psychologists study the developing technologies of training and development of cognitive activity of children.



There were 12 participants from different countries: Germany, Denmark, Finland, Slovakia, UK. Different tasks were offered, for example: writing the number 8 with your pen, with your finger or your nose, writing with your fist, your palm and performing the task with your closed eyes or whilst crossing the feet; these tasks use both left and right hemispheres. The question “What happens to the left and right hemisphere, when they are in stress?” was discussed. The presentation also included a multi-media presentation.

The generally accepted point of view of scientists was highlighted: mental activity depends on cross-interactions between the two hemispheres of the brain.

*Report by Olga Zvereva (Russia)*

## **Workshop: To be or not to be... a psychology teacher? Pre-service psychology teacher training: conceptions, perceptions and needs.**

**Dr Lenka Sokolová (Slovakia)**

When I read the title of the workshop “To be or not to be... a psychology teacher?” I signed in immediately. It would be the right workshop for me as a student of psychology becoming a teacher. First we introduced ourselves and exchanged information about the different preservice psychology teacher trainings in our own countries, which were really interesting because the ways and the conceptions to become a psychology teacher in different European countries vary.

Also the perceptions of a psychology teacher are multifarious. We got to this insight by a method called “story cubes” which I really liked. Story cubes are – as the name says – cubes and they have little pictures on it. The task was to create metaphors of a psychology teacher using three story cubes. I chose a lightning flash because a psychology teacher has to bring light in the form of knowledge to the pupils and has to call attention to existing conflicts and coherences between theories. I also chose a curved arrow as a challenge not to go straight to the curriculum but to take detours so that the pupils get a wide and profound knowledge. My

final cube showed a fountain, the fountain stands for reworking and circulating knowledge that can be observed from different angles.

We also considered problems faced by psychology teachers, and this was the part I was really interested in because there is always the question “what kind of teacher would you like to be?” or “what kind of teacher is a good teacher?” The facts that problems can arise are sometimes neglected. We also discussed about the dilemma of professional identity, which means, on the one hand you are regarded as a teacher who teaches a subject but on the other hand you are regarded as a psychologist from whom colleagues, pupils and parents would like to get help. I personally think that this is a fundamental problem and there is not the one and only solution but it could be helpful if this difficulty could be part of the pre-service psychology teacher training and qualification.

In conclusion: It was a great workshop with an organized structure and it provided a helpful method named “story cubes”. I would even like to get these cubes and use them in class for different approaches.

*By Maike Stückemann (Germany)*

**Workshop: Collaborative student projects in psychology: twinning your class, student blogs, Erasmus funding for exchanges and more.**

**Jonathan Firth (Scotland) and Hannele Puolakka (Finland)**

*Report by Julie Tchikai Iversen (Denmark)*

Hannele introduced us to twinning (the pairing up of two classes) for international collaboration. She cleverly pointed out that teaching nowadays should take advantage of students' learning and interaction through different kinds of social media. Hannele also gave advice for applying for EU funds for job shadowing in other countries. Jonathan Firth described an example of how he has used twinning: his students have used their twin class in another country as participants to examine cultural differences in sleeping habits in the youth. Without doubt, we were given good inspiration of how to get started with twinning and other international cooperation setups between psychology teachers and students.

*Report by Thomas Kolb (Germany)*

First, a brief introduction was given about why a networking and internationalization of learning is important and can be enriching. The question of whether such a thing is possible also for the psychology lesson, was of course answered with "yes" and explained later in more detail.

There are many opportunities to work together with other classes, including across countries: Facebook, Edmodo, dropbox, just to name a few. Also a partner can be found from a contact database via mail on the website of EFPTA. (Editor's note: eTwinning also offers great opportunities).

For clarification, the Finnish colleague Hannele Puolakka has shown us a multidisciplinary research project on "sleep", which was carried out with students from five different countries. Students exchanged various questionnaires and evaluations and edited the topics from various viewpoints, which were later matched. During the presentation of the project, we were of course supplied with useful advice for the planning and implementation.

We were also given advice on the possibility of Erasmus Plus mobilities which is a large scale project for students. More information on this can be found on the homepage of EFPTA or in the homepage of the European Commission.

Our Scottish colleague Jonathan Firth outlined various possibilities for international cooperation through various networks and online platforms, as well as a project carried out in which the students jointly edited a thematic Twitter blog. Another project presented was a multidisciplinary research centre at school level. He provided us with important recommendations on the implementation of such projects and their benefit to teachers and students on the way. Supplied with numerous ideas we agreed that given the subject time and corresponding curricular spaces available, such projects provide a great opportunity to enrich teaching!

## **Workshop: Experiential learning through field trips: taking the student to the real world.**

### **Dr Fay Short and Dr Tracey Lloyd (Bangor University, Wales)**

In their abstract, Fay and Tracey outlined that experiential learning is highly regarded in education, but practical and ethical constraints can restrict opportunities for first-hand experience of sensitive or emotionally challenging topics. Their aim was to show the benefits of excursions as a teaching tool and to discuss strategies for managing practical challenges and risks through ‘telling the story of students and field trips’.

Fay and Tracey began with the assumption that in teaching, we try to bring the world to the students and then attempt to apply the research back to the real world. However, they were having none of this; what Fay and Tracey wanted to do was to challenge us to show that for learners to be highly involved and active, they need to experience the real world as part of that learning process. Having experienced the real world, learners can then more effectively reflect on the experience and can begin to conceptualise and analyse what they have learned and apply the real world to the research. In doing so, they need to utilise the skills and ideas they have gained from their trip.

Fay and Tracey then took us through the story of their trip to Poland with some of their students and some of the Do’s and Don’ts of how to plan and lead a successful trip.

1. Take the work out of the planning – use travel companies
2. Advertise with enthusiasm - never short, sorry for the pun, with Fay and Tracey.
3. Remove the trip from the course, make it extra-curricular
4. Take the hassle out of administration with online payment
5. Include those students who don’t go on the trip both before and after the trip by using activities such as blogs, videos etc
6. Give detailed briefing events both before and after so that your students can reflect and analyse what they have learned and place it in the context of the course content.
7. Ensure you take all medical precautions and make proper risk assessments
8. Make sure you have well planned evening activities
9. Maximise your experience
10. Be positive

This was a great talk that stimulated lots of ideas of what we could do to enhance our students’ experience of psychology making sure that we take the students to the world!

***Report by Jock McGinty (England)***

## **Workshop: Psychological Literacy in Action – sharing activities to develop Psychological Literacy across the curriculum.**

**Dr Jacqui Taylor & Dr Julie Hulme**

Remembering the very beginning of the EUROPLAT project in Florence, I was very interested in the ongoing activities and new considerations relating to psychological literacy. It is common sense that the teaching of psychology is needed to change the world.

Jacqui Taylor represented the mainstream of numerous teachers of psychology who are convinced about the positive effects and influence on pupils and students' lives – similar to my work during the last 37 years at Dortmund University. There was no question that the presentation of several case studies and the comparison of their outcomes could help to focus our interests on important topics which cannot be ignored in the teaching environment such as: Mental health and guidance to it; developmental and social psychology, learning activities and assessment methods.

Jacqui gave some advice that McGovern et al (2010) did not mention, two important aspects for the future (actually they are missed in curricula): Global citizenship and social care. These important aspects lead to problem based teaching of psychology (Weinberg) and experiential learning (Worrell).

My personal impression of this well prepared and rich knowledge based workshop was when Jacqui pointed out that EUROPLAT will start a new project at the Salzburg Conference in September 2017, in which the question of “didactical reduction” will be discussed. Because the main problem of teaching of psychology raises the questions of the what? When? To whom? Under what conditions? What kind of aims? For what reason, etc.... I can hopefully say that this project can be the new foundation of a common curriculum of psychology in Europe – something which we have waited for, for such a long time!

Reference: (McGovern (2010/2011), D. Dunn(2008) and J.R.Hulme (2014): Psychological literacy: From classroom to real-world. *The Psychologist*, 27(12),932-935.

*Report by Udo Kittler (Germany)*

## **PRESENTATION: Stand up comedy as a pedagogical tool.**

**Aki Puolakka (Finland).**

Up until today I would never have put stand-up comedy and teaching psychology in the same sentence. After all aren't we all quite serious when it comes to our profession? But here we are, listening to this very enigmatic and funny guest speaker from Finland. Aki is in his final year of teaching practice before he goes onto his internship. Comedy is part of his personality and he firmly believes that comedy is a natural part of who you are. His opening punchline was 'how many psychologists does it take to change a lightbulb?' – just one but the lightbulb must want to change. Aki suggested techniques such as trimming your talk down to the most basic premise. To eliminate words that are not necessary, make a joke early on and then reference it later which



helps to make important connections. In a light-hearted way he also gave tips on how to quieten down the hecklers and always prepare for different answers. In particular the most important aspect of comedy is timing, and not surprisingly teaching and comedy share mechanical similarities and the same techniques. For Aki teaching and comedy are his two great loves and his passion showed, comedy increases confidence and improvisation skills. This was a very engaging lecture and I am sure we will hear from him again.

**Report by Jackie Moody (Luxembourg)**

## **WORKSHOP: Help your students navigate through the exciting field of psychology!**

**Renate M. Schrempf**

On Saturday I attended the informal workshop from Mrs. Schrempf, who gave us some good information to show our students the exciting field of psychology.

The workshop had a great variety of participants. The audience came from Denmark, Germany, Iceland and Finland. Our first task was to write a list about "what affects whether or not students engage actively in a lesson". Then we were asked to share our ideas in groups and build categories. It was easy to discuss the results, as we all had similar findings. It was interesting that most of the audience had similar ideas despite coming from totally different places. After we had finished, Mrs. Schrempf informed us that most of the students find also more or less than three categories such as "personality dispositions" (Nolting, 1999, translated from Sarah Längler) and presented A graphic of those categories in which it is possible to include all theories of psychology. Mrs. Schrempf showed us how one can use this graphic for teaching in school (you can find this graphic in the literature under this article). She illustrated it with an example of social psychology. This graphic displayed very good basic information about when and how to start learning psychology. The students can put all of their new knowledge and information into this graphic. Furthermore it is easier for them to learn and to classify, for example new theories in this known graphic. I am very pleased to get this information because I am beginning my traineeship in psychology this year and I will apply this method with my new psychology students.

Thank you very much Mrs. Schrempf for this new ideas in this great workshop. They are very helpful for me to navigate students through the exciting field of psychology.

Literature: Nolting, H.-P., Paulus, P.(1999) *Psychologie lernen. Eine Einführung und Anleitung*. Weinheim: Beltz.

**Report by Sarah Längler (Germany)**

## **PRESENTATION: HISstory is HERstory too – Gender (in)equality: a suggested student project: Joe Cocker**

An article in the journal "The Spectator" by **Emily Hill** (October 24th 2015) says that "**Feminism is over, the battle is won. Time to move on.** It should be celebrating its triumphs. Instead it has descended into pointless attention-seeking".



On the other hand a recent book by **Kat Banyard** entitled “**The Equality Illusion**” says that we have actually **gone backwards** in some cases. In my newspaper nearly every day there is at least one and often several reports concerning discrimination faced by women. British Philosopher **A. C. Grayling** writes –

*One way to make the world a considerably better place would be to get really serious at last about the place of women in almost all societies. There is hardly anywhere in the world, including the US and Europe, where there is genuine equality between men and women.....in less developed countries the situation of women screams out for attention.*

### **This issue could be the focus of a possible student twinning project**

A Nigerian writer, Chimamanda Ngozi Adichie gave a speech entitled “**We Should All Be Feminists.**” It has been printed as a 48 page booklet which has been translated into Swedish and **every 16 year old in Sweden** is being given a copy.

I am assuming that a group of psychology students in two countries might undertake this suggested project and put forward the following activities:

The booklet would make an excellent introductory basis for the project.

Each group could undertake some or all of the following activities.

1. Produce an account of reactions to the booklet.
2. A short account of the equality movement in your country and what has been achieved so far.
3. The following are areas where discrimination occurs; the extent will differ from country to country which will be interesting in itself.
4. Review psychological studies of gender.
5. Country A and Country B also each look at a different country in Asia or Africa, e.g. Bangladesh and Nigeria.
6. Students could give examples of discrimination that they have personally encountered or witnessed.
7. An issue might be the extent to which male students could or would want to be involved. They should be involved!
8. Choose a particular week and note articles of interest in a newspaper and magazine.
9. Produce a list of organisations in your country which promote equality.

### **Benefits and outcomes**

- Increased awareness of discrimination.
- In UK we debate how to get young people more interested in politics, this would be one way.
- Understanding the psychology of gender prejudice and discrimination.
- See how psychology can be used to reduce prejudice.
- Increased awareness of the desperate situation in some countries.
- Awareness of and support for local organisations working for equality at home and in the third world.
- This could also promote awareness of EFPTA and possibly provide contact with other countries.

**Report by Joe Cocker (England)**

## **PRESENTATION: Building a European network of psychology student teachers.**

**Maike Stückemann, Sarah Längler, Martin Behrendt**

We are a group of psychology teacher students who met as part of the EFPTA conference in Prague. We are planning to build a European network of psychology student teachers named “European Network of Psychology Students and Teachers” (ENPST).

The aim/benefit of that network could be to

- exchange information regarding teaching psychology
- provide help during semester abroad
- provide news of actual events
- develop a closer relationship between students
- stay in contact

A possible option to achieve a network could be a homepage or forum. But we are in the process of developing and the outcome is absolutely open.

If you are interested to be part or to help to develop that network then please:

- join the Facebook group: European Network of Psychology Students and Teachers (ENPST) <https://www.facebook.com/groups/104330786641330/>
- or contact Martin Behrendt ([martin.behrendt@tu-dortmund.de](mailto:martin.behrendt@tu-dortmund.de)) who is leading this project along with two other German student teachers

If you know psychology students or student teachers, please pass this information on so that the idea of this project will be spread to many people in different European countries.

**Report by Martin Behrendt (Germany)**

## **WORKSHOP: Teachers’ Takeaways. Jackie Moody**

Jackie Moody offered a fun and interesting hands-on workshop, where she presented a great variety of activities that could be used in our teaching - making it sociable and enjoyable to work with different topics within our field. Jackie presented 8 different games and quizzes:

1. Thinking on the spot
2. Top trumps
3. Taboo
4. Just a minute
5. The last man standing
6. Who am I?
7. You say we pay
8. QR treasure hunt



The delegates were divided into groups of four and took turns in trying out the games. It was great fun, and we felt inspired to go home and try them out on our own students. After the workshop Jackie sent an e-mail with the material, making it very easy to adapt the games to our needs in the psychology classes.

**Report by Mette Eggertsen (Denmark)**