

2021-22

EFPTA Newsletter



PSYCHOLOGY FOR EVERY DAY

Promoting life skills through
the teaching of psychology

EFPTA biennial conference

15.-18.04.2021, Bratislava, Slovakia

ONLINE



European Federation of Psychology Teachers' Associations

Newsletter 2021-22

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From the Editor

It gives me great pleasure to present to you the latest edition of the EFPTA newsletter.

Very often the main content of the newsletter reflects the wonderful EFPTA conference which was held the previous spring. However, this year, as last, the world, and our EFPTA conference, has been turned upside down by the COVID-19 pandemic. The conference is always an ideal way to bring everyone together, to share ideas and good practice and most importantly make new friends and contacts. The previous conferences brought together psychology teachers from 13 nations and we had hoped that the conference in Bratislava, Slovakia scheduled for 2021 would have been an as equally international in-person event. As it turned out we had to make the decision for a fully online conference, a summary of which is reflected in this newsletter. We hope that our next conference will take place as an in-person event.



Throughout this year different countries have hosted conferences either in person or online. Summaries of some of the research that was presented are given.

Jock McGinty, England & Wales representative

From the President

It is my pleasure to welcome international readers of the 2021-22 EFPTA Newsletter. This edition is affected by the COVID-19 pandemic, both from the point of view of the content and the context. My great thanks go to the Newsletter editor, Jock McGinty, and to all the contributors who made this special edition for you. I would also like to say thank you to all the EFPTA board members and national representatives who have worked so hard in 2021 to spread the ideas of EFPTA. Even though we did not have the opportunity to meet in person, we stayed close to each other across different regions and time zones via digital media.



Normally, the EFPTA Newsletter focuses on the biennial face to face EFPTA conference. However, EFPTA 2021 conference took place online via the Zoom platform in April 2021 with more than eighty registered participants from sixteen different countries. The presenters were academics, researchers and practitioners from twelve European countries, representing ten European universities and eleven associations and organizations that support the teaching of psychology at different levels of education (including European Federation of Psychologists' Associations - EFPA's Board of Educational Affairs, European Society for Psychology Learning and Teaching - ESPLAT, International Baccalaureate Organization, British Psychological Society – BPS Division of Academics, Researchers and Teachers in Psychology - DARTP, and national psychology teachers' associations from Czechia, England, Finland, Denmark, Germany, Iceland, Scotland and Slovakia). They prepared three days of interesting presentations, workshops, discussions and informal sessions that brought together psychology teachers and student teachers from sixteen countries. I hope to meet all the EFPTA supporters face to face at our next full, in-person conference to share the best practices in the teaching of psychology and to support international networking of psychology teachers.

Until then, I am happy to introduce to you the 2021-22 edition of the EFPTA Newsletter. It contains reports from publications, conferences and continuing professional development events from different countries across Europe where pre-tertiary psychology education and EFPTA were presented. Most of these were organized during the COVID-19 pandemic to support psychology teachers. We also take the opportunity to present to international readers, the national reports from the EFPTA member countries.

I wish you interesting reading and I am looking forward to meeting you again soon at EFPTA events.

Lenka Sokolová, EFPTA President

EFPTA 2021 conference

The role of hormones in shaping human cognition and behaviour.



The first keynote at the EFPTA 2021 conference was presented by professor Daniela Ostatníková from Comenius University in Bratislava, Slovakia. She talked about the role of hormones in shaping human cognition and behaviour. She highlighted that genes and environment shape the architecture of the human brain influencing various aspects of brain functions. Hormones in the internal environment are very effective messengers of genes. The effects of testosterone on human cognition and behaviour remains a very challenging issue for medicine but its neuronal impact might be of interest for educators as well.



Learn about your mind

The second keynote speech at the EFPTA 2021 conference was related to supporting mental health among upper secondary and vocational school students. Päivi Kohta from Finnish non-profit organization NYYTI RY presented the “Learn about your mind” course which was designed as a generic mental health promotion intervention. It aims to offer general life management skills for students, promote their mental health and increase life satisfaction and decrease depressive symptoms.

Preliminary effectiveness studies indicate that the course increases self-efficacy beliefs on one’s thought management, optimism, and social skills.



The
British
Psychological
Society

Helen Kitching, Lucinda Powell and Jock McGinty represented the British Psychological Society and Association for the Teaching of Psychology. Their symposium aimed to discuss mental health in schools and colleges in the United Kingdom. The symposium addressed mental health and wellbeing in schools and colleges in the UK as well as issues around support for mental health and wellbeing when students make the transition on to university. The speakers highlighted

the challenges as well as presented ideas and case studies that showed best practice and effective ways to support both our students and the teachers.



PSYCHOLOGY FOR EVERY DAY
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EFPTA biennial conference
15. - 17. 04. 2021 ONLINE Slovakia

PSYCHOLOGY FOR EVERY DAY:
promoting life skills through the
teaching of psychology

Meet and network with psychology teachers from all over
Europe at EFPTA 2021 biennial conference.

Zoom 15 - 17 April 2021 85 euro* (refund for 20 euro for students) www.efpta.org www.facebook.com/efpta

*As a bonus you can join our hybrid mini-conference in November 2021 in Bratislava free.
If you registered and paid in 2020 your registration is still valid.

REGISTRATION IS OPEN!

You can contact your own country representative via the website, or email the EFPTA Secretary (info@efpta.org).

<https://forms.gle/V0Cqftrtj0REPKY7>

- ✓ international speakers
- ✓ short items
- ✓ workshops
- ✓ discussion forums
- ✓ collaborative projects
- ✓ share good practice



Short item presentations allowed participants to learn more about the teaching of psychology in different countries and meet representatives of international organizations supporting the teaching of psychology. Åge Diseth from Norway discussed the results of his research on the motivation towards choosing psychology as a subject among Norwegian secondary school students. Sally Wiggins and Suzanne Narciss presented activities of ESPLAT. Ioulia Papageorgi introduced research conducted by EFPA's Board of Educational Affairs focused on the competencies of psychology bachelors. Paul Geiss from Austria discussed the concept of psychological literacy in the teaching of psychology. Jamie Barnes presented the psychology course in the International Baccalaureate and the concept of curriculum formation.

Conference participants could also choose from seven practical interactive workshops. Evie Bentley from the United Kingdom introduced the topic of self-care. Raisa Chumicheva and Olga Zvereva from Russia presented the topic of digital technology and young children. Morag Williamson from Scotland and Teija Jokinen-Luopa from Finland led a workshop on curriculum design, Jock McGinty from England and Ebba Christina Blåvarg from Sweden opened a discussion about using textbooks in the psychology classroom. Nikola Vorelova, Dominika Vajdová and Radomír Masaryk from Slovakia showed practical tips on how to develop critical thinking skills and how to identify fake news. Alena Nohavová and her students from the Czech Republic presented the use of mobile apps to combat stress. Miroslava Lemešová and Lenka Sokolová discussed the use of storytelling in the teaching of topics of neuroatypical development. The participants also had the opportunity to join informal sessions with online ice-breaker games, discussions and quizzes, to get to know each other and to further develop possibilities for future international cooperation.

This conference was an example of unique and effective cooperation and sharing of knowledge among different organizations involved in the teaching of psychology.



ATP Conference 2021 University of Sussex 9th-10th July

Our first keynote speaker was Professor Edmund Sonuga-Barke, King's College London. His talk focused on his research surrounding the implications of the English and Romanian Adoptees (ERA) study for our understanding of neuro-developmental disorders.



“Neuro-developmental disorders such as ADHD and autism are strongly familial and heritable - with the later, in particular, being interpreted as pointing to their predominantly genetic origins. Environmental influences are at best considered to play a marginal role in moderating these influences as part of a broader pattern of gene-environment interplay. At the same time, we have recently shown that risk for neuro-developmental disorders is also substantially elevated in individuals exposed to extreme deprivation experienced in non-familial institutional settings. For instance, in the English Romanian Adoptees (ERA) study, adults exposed as young children to between 6 and 43 months of extreme deprivation in the Romanian orphanages that existed at the time of the fall of the Communist regime prior to their adoption, displayed a 7-fold elevation of risk for ADHD. An effect that is extremely hard to explain in terms genetic factors. In this talk, I will describe the ERA study, as a unique natural experiment, and review its key clinical, neuropsychological and brain imaging findings. I will explain how the study has provided new insights into early environmental influences on neuro-development and mental health – especially as these relate to neuro-development. By so doing I will raise the question of where environmentally ‘caused’ neuro-developmental conditions fit into current conceptualisations of the condition.”

The science of laughter



Sophie Scott - Professor of Cognitive Neuroscience, UCL spoke about the science of laughter.

Laughter is a very common non-verbal expression of emotion. Often associated with amusement and humour, laughter is more commonly produced for purely social and communicative reasons; within communicative settings it can be used in highly complex and nuanced ways. In this talk she explored the evolution, acoustic and neural origins of laughter, and some of the complexities of its use in interactions. She also discussed some of the ways that laughter can help - and occasionally hinder - communications.

Decolonising the psychology curriculum: How does that make you feel?



Following the events surrounding the death of George Floyd that shook the world in 2020, there has been a sudden ‘awakening’ to the inequalities, discrimination and racism that individuals from Black and minority ethnic backgrounds face in all aspects of life. There is now a widespread call to ‘decolonise’ institutions, from healthcare to education. What does this mean and why is it important in secondary and tertiary psychological education? Education has the power to indoctrinate and promote certain cultural values and practices. Thus, as educators we have a responsibility to teach our subject's history, even if that means addressing an uncomfortable past.

In this talk, Sarah Atayero explored how the colonial history of psychological theory contributes to racial inequalities in not only the psychology curriculum, but also in mental health research and treatment.

By addressing this past and discussing what decolonisation looks like in practice, Sarah hopes to educate and empower teachers, academics and clinicians to champion diversity and inclusion within psychology.

Meet EFPTA! 6 March 2021

ARE YOU A PSYCHOLOGY TEACHER?
LOOKING FOR NEW IDEAS AND INTERNATIONAL CONTACTS?

MEET EFPTA!

Join our free webinar on the 6th of March, meet EFPTA board members from 12 European countries and learn about history of EFPTA, collaborative international projects and discuss teaching of psychology in the "new normal" with psychology teachers from different countries.



Psychology teachers attended from many European countries! We heard presentations from practising psychology teachers about collaborative projects amongst students and teachers across different member countries, and about experiences of teaching psychology in "the new normal" of Covid-19.

EFPTA webinar 19 February 2022: mental health at school and the role of psychology teachers




**MENTAL HEALTH AT SCHOOL:
WHAT IS THE ROLE OF PSYCHOLOGY TEACHERS?
EFPTA WEBINAR - 19TH FEBRUARY 2022**

The global covid-19 pandemic since early 2020 has led to an increase in mental health problems especially among young people. EFPTA and the EFPA Board of Educational Affairs are investigating the status of mental health education in secondary school curricula in Europe and the role of psychology teachers in supporting the mental health of students.

This webinar will be a great opportunity to find out what's going on in mental health projects in schools, and discuss the issue with teachers from various countries.

The webinar speakers

Lenka Sokolová: President of the European Federation of Psychology Teachers' Associations

Mental health education in schools – what do we know?

The mental health of children and young people is acknowledged by many organizations worldwide as a global challenge for public health and educational systems. There is anecdotal evidence from conference events and discussions amongst psychology teachers that mental health education exists in many schools but is delivered in a variety of ways, and in diverse areas of the curriculum. The aim of this presentation is to introduce EFPTA and EFPA's Board of Educational Affairs survey on mental health education in schools across Europe.

J. McGinty: Chair of the Association for the Teaching of Psychology (UK)

Mental health in the teaching of psychology in England - a case study.

The framework for psychology courses is that students should be able to a) demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures b) apply this knowledge and understanding and c) evaluate it so they can make judgements and reach conclusions and refine practical methodology. The presentation will outline a range of teaching strategies that are used to teach mental health in psychology and discuss their relative effectiveness in meeting the assessment objectives of the English psychology curriculum.

R. Chumicheva & O. Zvereva: EFPTA board members (Russia)

The content and methods of maintaining psychological health in the system of continuing education.

This session will present a content analysis of programs for the preservation and maintenance of mental health of preschool children and students at school. The strategies, goals, tasks and types of support for the process of preserving the mental health of preschool children and school students in joint extracurricular activities will be considered.

S. Robinson: Leith Academy in Edinburgh, Scotland

Addressing young people's Mental Health and Wellbeing in Scotland.

As well as delivering traditional Psychology qualifications, schools and colleges in Scotland are starting to offer a new course entitled "Mental Health and Wellbeing". Psychological knowledge and skills make up much of the content, with a strong applied emphasis. Simon will outline its aims and content, and will consider the role of psychology teachers in delivering this new style of course.

L. Ósk Úlfarsdóttir & V. Ólafsdóttir: clinical psychologists and psychology teachers in Iceland

Psychology of everyday living. Psychology of everyday living is a practical psychology course developed for secondary school students in Iceland. The course aims to teach students practical skills to prevent stress, cope with the challenges of everyday living in a modern society and improve their mental health. These skills include mindfulness, relaxation, communication skills and ways to cope with ordinary challenges such as procrastination, disappointments, and loss. Students also study compassion, joy and sustainability in various contexts.

News from around Europe

❖ **Slovakia:** Slovak Association for the Teaching of Psychology (SAUP)

The Ministry of education in Slovakia plans a reform of content and organisation of subjects in Slovak schools. From the draft available it is not obvious now how these changes might affect psychology as a subject. Slovak universities are in the process of re-accreditation now. The rules seem to be stricter than before, which will probably lead to the cutting of places for psychology teachers in training.

The Slovak association for the teaching of psychology (SATP) provides information for psychology teachers; we plan to organise a webinar for teachers in 2022 and we have also started a cooperation initiative with school psychologists.

Lenka Sokolová, EFPTA President and Slovakia Representative

❖ **Scotland:** Association for the Teaching of Psychology, Scotland (ATPS)

ATPS held a professional development day for psychology teachers in early November 2021. The focus was on supporting teachers in Scotland with the new Mental Health & Wellbeing national qualification at levels 4 and 5 (normally two years below Higher/A-level), which is considered quite innovative. ATPS collaborates with the British Psychological Society Scotland (BPS-S) to provide these events (all online at the moment). The event in November was followed up by a forum session for psychology teachers hosted by the national agency Education Scotland. Outcomes of the ATPS CPD event were discussed.

The two main education agencies, SQA and Education Scotland, are going to be abolished /reformed, and there is an ongoing consultation which may lead to fundamental reforms in the Scottish curriculum. ATPS and BPS-S hope these reforms will offer an opportunity to improve our psychology courses.

Morag Williamson, Scotland Representative

❖ Czech Republic: Teaching psychology in schools

Revision of national educational documents

A revision of national educational documents is still being prepared (since 2018). The main topic of teaching psychology in secondary schools has become the concept of a bio-psycho-social model of personality, i.e. health psychology.

Alena Nohavová, Czech Republic Representative

❖ Russia

During the reporting period, Prof. Olga Zvereva studied the problems of using digital technologies in interaction with parents of preschool children. Based on the research materials, two articles were published.

The first article was published under the title “Digital interaction with the family as a response to the challenges” in the journal “The World of Academia: culture and education”. The article identifies the problems associated with the use of digital content, identifies the advantages and disadvantages of digital interaction with the family, and suggests ways to solve the problem.

The next one was published together with Prof. Raisa Chumicheva under the title “Digital technologies in the development of preschoolers” based on the materials of the EFPTA Conference, that was held in spring 2021 online (hosted in Bratislava). The article identifies the problems associated with the use of digital content, identifies the advantages and disadvantages of digitalization, and suggests the ways to solve the problem.

During the reporting period, Olga studied the problem of psychological and pedagogical support of family education, and developed lectures on this topic. She took part in the all-Russian conference "Gifted Parents".

Currently, Olga is working with Chinese students. She teaches them psychological and pedagogical support for family education, and Olga studies the experience of psychological and pedagogical support of family education in China. For example, websites, literature for parents, community organisations, consulting centres.

Olga Zvereva, Raisa Chumicheva, Russia Representatives

❖ **Denmark** Danish Psychology Teachers Association (Psykologilærerforeningen)

The Danish association were fortunate in that they managed to have their conference with 110 delegates in November. cancelled last year because of the pandemic. It was lovely to see people and we got the best feedback we have ever had.

One of the topics for discussion at the conference was the need to focus on psychological methods and to take a stand in connection with psychology being used in written projects with other subjects e.g. English. Conflicts often arise at schools where e.g. English teachers, insist that psychology can be used to analyze fiction. As an association, we try to influence in a direction to support and inspire psychology teachers to make sure that psychology is applied professionally.

Mette Lohmann Eggertsen EFPTA Vice-President

**BOOK REVIEW: Doing Psychological Research, 2nd edition, by Nicky Hayes
McGraw Hill Education, Open University Press, 2021**

Doing Psychological Research provides a very useful overview of both qualitative and quantitative research. Nicky Hayes does a great job in integrating traditional and up-to-date topics of psychological methodology in one comprehensive text. This book is a useful guide for every student starting and maybe struggling with his or her psychological research project, and also for teachers who are looking for an informative text for their students.

The book is divided into two parts: gathering data and making sense of data. The first part consists of eight chapters including experiments, observational studies, questionnaires, psychometrics, interviews, case studies or analysing documents. The second part consists of ten chapters and covers both qualitative (e.g., grounded theory, phenomenological analysis, or discourse approaches) and quantitative approaches to data analysis e.g., descriptive and inferential statistics, analysis of variance, correlation, regression, or multivariate and meta-analysis. The chapters discussing statistic tests also contain brief outlines of how to run a particular test in the SPSS software. Readers will find a description of traditional research methods however, the book also addresses new topics related to doing research in the digital era such as gamification of psychological assessment, using social media to recruit research participants, online data collection or the analysis of online communities (called netnography). Current and relevant issues related to research ethics and legal aspects of gathering and archiving data (including the GDPR regulation) are discussed too. Appendices contain a concise glossary and statistical tables.

Students may find helpful the really clear and user-friendly language and explanations of research methods with interesting examples, comprehensible tables and figures. The examples show the author's wide experience in psychological research and help students to understand concepts and procedures. At the end of each chapter students find a set of self-assessment questions, problem-based questions discussing critically various aspects of research ethics, design or quality of data gathering and analysis.

Psychology teachers at both pre-tertiary and university levels will appreciate the variety of exercises, including the application of concepts, matching terms and definitions, problem-solving activities, classifying examples of research methods, formulating hypotheses, developing data analysis skills or understanding different types of quantitative variables and statistical tests. These exercises could be used both as classroom group work assignments or individual self-study exercises. For each chapter, the author has also provided two essay questions that might be used as a more complex assignment or examination topic.

This comprehensive second edition of *Doing Psychological Research* will help students to understand, do and enjoy carrying out psychological research. It is also a useful reference book for pre-tertiary and university teachers of research methodology who are looking for a variety of practical examples, exercises and assignments for their lessons.

Review by: Lenka Sokolová (EFPTA)