

PSYCHOLOGY FOR EVERY DAY:
PROMOTING LIFE SKILLS
THROUGH THE TEACHING OF
PSYCHOLOGY



EFPTA

2021

PSYCHOLOGY FOR EVERY DAY: PROMOTING LIFE SKILLS THROUGH THE TEACHING OF PSYCHOLOGY

Conference booklet

Lenka Sokolová & Morag Williamson (Eds).



2021



PSYCHOLOGY FOR EVERY DAY

Promoting life skills through
the teaching of psychology

EFPTA biennial conference

15. - 17. 04. 2021 Bratislava, Slovakia

ONLINE



Editors: Lenka Sokolová (Slovakia) & Morag Williamson (Scotland)

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TABLE OF CONTENTS

PROGRAMME AT A GLANCE	4
ORGANIZATION AND PRIVACY INFORMATION	6
KEYNOTES	9
Hormones shaping human cognition and behaviour	9
Supporting mental health among upper secondary and vocational school students: NYTYI's Learn about your mind - skills for well-being course	10
SHORT PLENARY PRESENTATIONS	11
Alignment between students' motivation to choose psychology and promotion of life skills in psychology teaching: Exploring dilemmas and possibilities	11
ESPLAT: The European Society for Psychology Learning and Teaching	12
Rethinking psychological literacy for introductory courses in psychology education	13
Educating the next generation of psychologists: The development of psychology-related and general competencies through a Psychology Bachelor's degree	14
Psychological literacies as a framework for IB DP Psychology	15
Assistant in a pocket: Use of modern technology to combat stress	16
SYMPOSIUM:	17
Mental Health in schools and colleges in the UK	17
WORKSHOPS:	19
Taking Care of Ourselves	19
Digital technologies and young children	19
Working together to develop the psychology curriculum in European schools	20
Developing critical thinking skills in the psychology classroom	21
What motivates our students to read their textbooks?	22
Students with special educational needs and their transitions: Use of storytelling in the teaching of psychology	23
Pre-conference Chat group: Discussion and collaboration space	24
Happy Hour: quiz and chat time	24
Teaching of psychology in EFPTA member countries	25
Teaching of psychology in the Czech Republic	25
Teaching of psychology in Denmark	25
Teaching of psychology in England and Wales	26
Teaching of psychology in Finland	26
Teaching of psychology in Germany	27
Teaching of psychology in Iceland	27
Teaching of psychology in Russia	28
Teaching of psychology in Scotland	28
Teaching of psychology in Slovakia	29
Teaching of psychology in Sweden	29
EFPTA EXECUTIVE BOARD 2019 – 2021	30

PROGRAMME AT A GLANCE

Thursday 15 April

11.00 UTC 12.00 CET	Pre-conference workshop (approx. 60 minutes): Lenka Sokolová & Miroslava Lemešová: <u>Students with special educational needs and their transitions: Use of storytelling in the teaching of psychology</u>
17.00 UTC 18.00 CET	Pre-conference Chat group: Discussion and collaboration space in Zoom (a space to meet and chat with an ice-breaker and break-out room discussions)

Friday 16 April

13.00 UTC 14.00 CET	Conference opens: <u>Welcome by EFPTA President Lenka Sokolová</u> and presentations of EFPTA member countries
13.15 UTC 14.15 CET	Keynote 1: Daniela Ostatníková: <u>Hormones shaping human cognition and behaviour</u>
14.00 UTC 15.00 CET	BREAK 15 minutes (with ZOOM informal chat room open)
	PSYCHOLOGY TEACHING IN EUROPE: A series of short presentations on current projects and activities in psychology education
14.15 UTC 15.15 CET	Åge Diseth: <u>Alignment between students' motivation to choose psychology and promotion of life skills in psychology teaching: Exploring dilemmas and possibilities</u>
14.30 UTC 15.30 CET	Sally Wiggins Young & Susanne Narciss: <u>ESPLAT: Introduction to the European Society for Psychology Learning and Teaching</u>
14.45 UTC 15.45 CET	Paul Georg Geiß: <u>Rethinking psychological literacy for introductory courses in psychology education</u>
15.00 UTC 16.00 CET	Ioulia Papageorgi: <u>Educating the next generation of psychologists: The development of psychology-related and general competencies through a Psychology Bachelor's degree</u>
15.15 UTC 16.15 CET	Jamie Barnes: <u>Psychological Literacies as a framework for IB DP Psychology</u>

15.30 UTC	Alena Nohavová, Kristýna Michálková, Petra Lencová, Lucie Homolková, & Hana
16.30 CET	Vondrášková: <u>Assistant in a pocket: Use of modern technology to combat stress</u>
15.45 UTC	CLOSING SESSION: end of Friday programme
16.45 CET	
18.00 UTC	Happy Hour: optional quiz and chat time
19.00 CET	(with a cup of tea, a glass of beer or wine)

Saturday 17 April

9.00 UTC	Keynote 2:
10.00 CET	Päivi Kohta: <u>Supporting mental health among upper secondary and vocational school students: Nyyti's Learn about your mind – skills for well-being course</u>
9.30 UTC	Symposium
10.30 CET	Helen Kitching, Lucinda Powell & Jock McGinty: <u>Mental Health in schools and colleges in the UK</u>
10.00 UTC	BREAK 15 minutes (with ZOOM informal chat room open)
11.00 CET	
WORKSHOP SESSIONS: CHOICE OF WORKSHOPS ON VARIOUS TOPICS (each workshop is planned for about 40 minutes with 5 minutes break for participants to refresh and change the ZOOM session)	
10.15 UTC	(A) Evie Bentley:
11.15 CET	<u>Taking care of ourselves</u>
10.15 UTC	(D) Raisa Chumicheva & Olga Zvereva:
11.15 CET	<u>Digital technologies and young children</u>
11.15 UTC	(B) Morag Williamson & Jukka Oksanen:
12.15 CET	<u>Working together to develop the psychology curriculum in European schools</u>
11.15 UTC	(E) Nikola Vorelová, Dominika Vajdová, & Radomír Masaryk:
12.15 CET	<u>Developing critical thinking skills in the psychology classroom</u>
12.15 UTC	(C) Jock McGinty & Ebba Christina Blåvarg:
13.15 CET	<u>What motivates our students to read their textbooks?</u>
12.15 UTC	(F) Alena Nohavová, Kristýna Michálková, Petra Lencová, Lucie Homolková, & Hana Vondrášková:
13.15 CET	<u>Assistant in a pocket: modern technology to combat stress</u>
13.00 UTC	CLOSING SESSION: plenary feedback session and the end of Conference
14.00 CET	

ORGANIZATION AND PRIVACY INFORMATION

Times in the programme are shown as UTC and CET, which are the time zones covering most European countries.

If your country is not listed, check www.timeanddate.com/worldclock/converter.html.

start times for each day for the various time zones:	15 April	16 April	17 April
Iceland	10.00	12.00	08.00
United Kingdom (UTC)	11.00	13.00	09.00
Austria, Czechia, Denmark, Germany, Luxembourg, Norway, Slovakia, Spain, Sweden (CET)	12.00	14.00	10.00
Finland, Russia	13.00	15.00	11.00

Conference will be held fully online via the ZOOM platform. Participants are advised to download a desktop application to have better connection and to be able to use other online applications and resources during the sessions. Speakers and organizers might use other online apps for interaction with the participants.

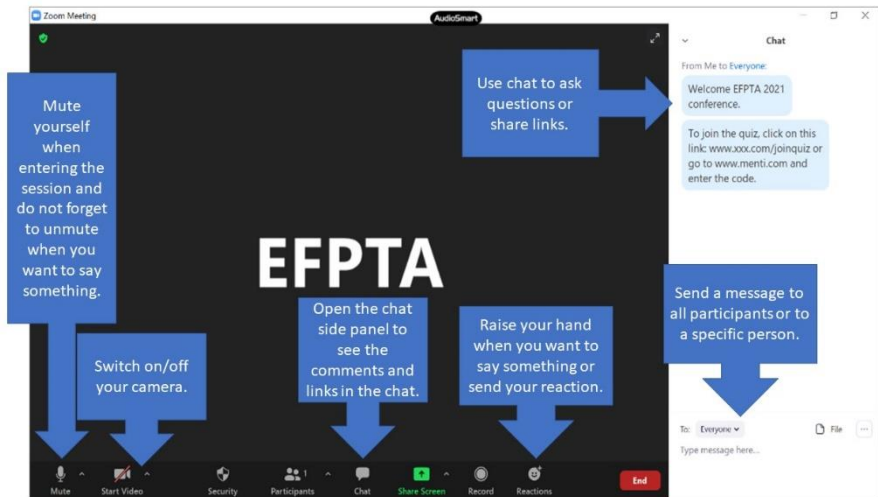
To enjoy interactive activities, it is useful to have two devices available (e.g., laptop for joining ZOOM meeting and smart phone or tablet to participate in polls, quizzes etc.).

The login details will be sent to the speakers and registered participants approximately one week prior to the conference. **Please do not pass on the login details to anyone.** Only registered participants and speakers will be admitted to join the conference. We will have a waiting room facility in operation so we can check who can access the conference.

Please **mute yourself** when entering the conference. The chat panel will be available during the whole event. You can chat with a specific person or send comments to everyone. Questions can be asked via chat too (see the picture below).

You do not need to leave the conference meeting during the breaks. You may stay connected and use chat to contact people or ask questions if you like.

The Saturday workshop session will be divided into two breakout rooms ABC and DEF (see the programme). You can choose one of two options for each workshop slot. The instructions will be given at the beginning of workshop session.



In case of technical or any other problems, please, contact an EFPTA board member by private message in ZOOM.

EFPTA board members use names with EFPTA acronym for easier identification.

Privacy information:

- EFPTA receives and stores personal information about conference delegates including your name, email address, telephone number and occupation based on your consent provided in the conference registration form.
- We use your personal data only for the purposes of conference organization.
- We will not pass any of your personal information to anyone outwith EFPTA.
- EFPTA will not record any audio or video material during the conference sessions.
- We may take screenshots of gallery views in the conference, to use later (on the website, in social media etc.) If you do not wish your image to be recorded in this way you can switch your video off.
- Please note that your messages in the chat are available for all the participants.
- In case of any questions, please, contact info@efpta.org.

PRESIDENTS' WELCOME

Dear psychology teachers, EFPTA friends and supporters,

It is my pleasure to welcome about one hundred of international participants at the first EFPTA conference to be held online. Normally, the EFPTA biennial conference takes place every even year in one European country. However, in 2020 the conference did not take place. After Copenhagen, Berlin, Prague, and Reykjavik, it should have returned back to the 2010 venue – Bratislava, Slovakia. The 2010 conference was affected by the eruption of the Eyjafjallajökull volcano in Iceland and while some delegates were unable to reach Bratislava that year, others had difficulties returning home! It is almost unbelievable that a global catastrophe has influenced the EFPTA conference in Bratislava again. Approximately one month before the conference European countries started closures and lockdowns due to the COVID-19 pandemic and the EFPTA board decided to postpone the conference to 2021 hoping that we would be able to meet in person. However, lockdowns, restrictions, and distance teaching have stayed part of our lives and so we are not meeting in person, enjoying sightseeing, and chatting with a cup of coffee or a glass of wine. “The new normal” moved many events into virtual space.



I am really proud to introduce to you speakers from 12 European countries, representing 10 European universities and 11 associations and organizations that support teaching of psychology at different levels of education. They have prepared three days of interesting presentations, workshops and discussions that bring together psychology teachers and students from many countries.

I would like to say thank you to all the EFPTA board members and national representatives who have worked so hard from 2019 to prepare the EFPTA conference and then to adapt it for an online event. 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. I am really happy to be a part of this wonderful group of enthusiastic psychology teachers.

Lenka Sokolová, President of EFPTA

KEYNOTES

Hormones shaping human cognition and behaviour

Daniela Ostatníková

Comenius University in Bratislava, Faculty of Medicine, Institute of Physiology, Slovakia

In light of the implementation of inclusive education, we have to admit that inclusion means to accept not only the differences between disabled and non-disabled, young and old, but also between males and females, and to reflect the specific needs of all. We will address sexual dimorphism and related gender differences as very important aspects of education. 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. In this talk we will also address the hormonal contribution to autism pathogenesis.

Biography: Daniela Ostatníková is the Head of the Institute of Physiology at the Comenius University Faculty of Medicine in Bratislava and the professor of normal and pathological physiology focusing on medical neuroscience. In her research activities she has been focused on exploring the effects of sex hormones on cognition in relation to sexual dimorphism. Lately her interest expanded on autism spectrum disorders aetiology. She founded the “Academic Research Centre for Autism” in 2013 as a base for academic research and for autism awareness in Slovakia.

Supporting mental health among upper secondary and vocational school students: NYYTI's Learn about your mind - skills for well-being course

Päivi Kohta

NYYTI RY, national non-profit organisation, Helsinki, Finland

NYYTI's "Learn about your mind" course is a generic mental health promotion intervention that aims to offer general life management skills for students, promote their mental health and increase life-satisfaction and decrease depressive symptoms. The course is based on the "Control Your Depression" intervention (Zeiss, Lewinsohn, & Muñoz, 1979) and its Finnish version "Depression School" (Kuusi & Koffert, 2003). The "Learn about your mind" course is a group based cognitive-behavioural and psycho-educative intervention and it is broad in scope, including information and tasks on both mental and physical health. Topics of the session include everyday life, activities, goal setting and time management and stress and problem solving. Further, it promotes identifying one's moods and thoughts and changing one's thought patterns. Towards the end of the course the topics include self-esteem, social relationships and social skills and finally enjoying life from day to day. The counsellors of the course are trained professionals working in health, the mental health sector but also in education. Preliminary effectiveness studies indicate that the course increases self-efficacy beliefs on one's thought management, optimism, and social skills.

About the organisation: NYYTI RY is a national Finnish non-profit organisation founded in 1984. The purpose of our operations is to support students' mental health and ability to study. We aim to improve students' study skills and ability to cope with everyday life as well as related peer activities. Moreover, we aim to enhance the skills of people in charge of mental health promotion and problem prevention among students and in student communities.

SHORT PLENARY PRESENTATIONS

Alignment between students' motivation to choose psychology and promotion of life skills in psychology teaching: Exploring dilemmas and possibilities

Åge Diseth

University of Bergen, Norway

Psychology has become an increasingly popular subject choice among Norwegian senior high school students (ages 16-19). Whereas most students choose psychology due to interest, a substantial proportion of students select psychology in order to deal with their personal challenges (Jacobsen & Diseth, 2019). Hence, promotion of life skills appears to align with students' motivation to choose psychology as a subject. Some students experience that a psychological understanding of their problem may be helpful to them (Craig & Zinkiewicz, 2010). However, certain issues in psychology may be sensitive and produce stress among students (Hulme & Kitching, 2017). This may be a didactical and ethical dilemma for teachers, who often aim at promoting psychological knowledge rather than to be a therapist for the students. This presentation will discuss ethical and practical challenges when using psychology teaching to promote life skills in the context of students' motivation to choose psychology as a subject.

ESPLAT: The European Society for Psychology Learning and Teaching

Sally Wiggins Young

ESPLAT and Linköping University, Sweden

Susanne Narciss

ESPLAT and Technische Universität Dresden, Germany

In this presentation we provide an overview of the European Society for Psychology Learning and Teaching (ESPLAT) from the first years of growth to plans for the coming years. Our vision is for an organisation that can advance teaching and learning in psychology across all academic levels. With a dual focus on teaching practice and the empirical science that underpins this practice, ESPLAT aims to support its members through activities such as providing possibilities for academic exchange, collaboration, and disseminating knowledge about psychology teaching and learning. Offering this support to psychology teachers at the pre-tertiary levels as well is an important goal in the future development of ESPLAT. The presentation will invite discussion around how ESPLAT can facilitate communication and collaboration among psychology teachers on all academic levels across Europe.

Rethinking psychological literacy for introductory courses in psychology education

Paul Georg Geiß

Ella Lingens Gymnasium and University of Vienna, Austria

Psychological literacy has become a key concept for the teaching and learning of psychology in higher education and is a laudable goal of pre-tertiary psychology education. The widely used definition of McGovern and his colleagues (2011) enables a subject-specific contribution to liberal education. Nevertheless, this definition also includes general educational goals and is not specific enough for introductory courses on psychology, which provide an overview of the field and familiarize students with various ways of psychological thinking. This paper shows how Sternberg's (1999) triarchic model of psychology learning and teaching could be used to elaborate a more subject-specific notion of psychological literacy which would interlink psychological knowledge, psychological thinking skills and reflective psychological attitudes that are necessary to critically reflect on 'everyday' psychology. This more focused and comprehensive understanding of psychological literacy challenges the unquestioned topic-based approach to the teaching of introductory psychology and requires a rethinking of the basic arrangement of course materials.

Educating the next generation of psychologists: The development of psychology-related and general competencies through a Psychology Bachelor's degree

Ioulia Papageorgi

University of Nicosia, Cyprus & Convenor of EFPA Board of Educational Affairs

The qualifications of psychology Bachelors are somewhat undervalued “when it is solely perceived as the foundation training for professional psychologists” (minutes of the BEA meeting April 27, 2012). A Bachelor's degree in psychology may also be substantially fostering psychological literacy of those who are going to continue with other studies or work in other professional fields. The EFPA BEA conducted a survey to gather information regarding the Bachelor's degree in psychology in different European countries, the skills and competencies gained, employability following successful graduation, as well as the perceived value of a Psychology degree for graduates.

A google docs survey was developed and distributed online to Bachelors in psychology graduates across Europe. In addition to specific questions concerning the Bachelor's degree obtained and path followed after graduation (e.g. duration, total ECTS, proportion of psychology and non-psychology courses, pursuit of further studies, employment), lists of (1) psychology subject-specific skills and (2) generic skills possibly developed during a Bachelor degree were included (QAA, 2016; Lantz, 2011). Participants stated (a) the degree to which these skills were developed during their Bachelor's degree and (b) whether the competencies are useful or relevant in their current employment (for those who are currently in employment). Responses were recorded in a 5-point Likert scale (1 = Strongly Disagree; 5 = Strongly Agree). Responses from 225 psychology graduates across 27 European countries indicated that an education in psychology develops psychological skills, but also more general competencies. Participants rated positively the relevance of general competencies gained in their employment following graduation, and they also felt that they needed these general skills developed to a greater extent. These general competencies must be further highlighted in Psychology Bachelor's degrees to prepare graduates for employment in diverse professional contexts.

Responses to an open question focusing on the value of a degree in Psychology suggested that graduates acknowledged that they gained a diverse portfolio of skills applicable in many fields, but they also recognised that a Bachelor-level degree is not sufficient for employment in the psychology field. We hope that these findings highlight to potential employers the value of an education in psychology and strengthen the position of the Psychology Bachelor's degree in the labour market.

Psychological literacies as a framework for IB DP Psychology

Jamie Barnes

International Baccalaureate Organization, The Netherlands

Participants attending this session will learn more about the International Baccalaureate Diploma Psychology Programme; its current development cycle; and focus on psychological literacies as a theoretical framework for the next diploma programme psychology syllabus. Together, we will explore psychological literacies as a framework for creating a secondary psychology course – specifically for the International Baccalaureate Diploma Programme. Discussion points will include identification of skills relevant for Diploma Programme psychology graduates; application of psychological literacy in individual, local and global contexts; and assessing psychological literacy.

Assistant in a pocket: Use of modern technology to combat stress

Alena Nohavová

University of South Bohemia in České Budějovice, Czech Republic

Kristýna Michálková

University of South Bohemia in České Budějovice, Czech Republic

Petra Lencová

University of South Bohemia in České Budějovice, Czech Republic

Lucie Homolková

University of South Bohemia in České Budějovice, Czech Republic

Hana Vondrášková

University of South Bohemia in České Budějovice, Czech Republic

This contribution is aimed at using mobile apps to work with stress, to relax, to monitor mood, as an online diary. We will introduce specific mobile apps that can be used for example in project teaching at school or "experiment of the week". We will show their advantages and disadvantages, and there will be an opportunity to test some of them. In the short presentation the authors will introduce the concept of mobile mental health apps and during the following workshop the participants reflect their experiences with the use of these applications.

SYMPOSIUM:

Mental Health in schools and colleges in the UK

Helen Kitching

Chair of DART-P, British Psychological Society, United Kingdom

Lucinda Powell

British Psychological Society, United Kingdom

Jock McGinty

Chair of Association for the Teaching of Psychology – ATP, United Kingdom

This symposium will address mental health and wellbeing in schools/colleges in the UK as well as addressing issues around support for mental health and wellbeing when students make the transition on to university. The speakers will highlight the challenges as well as present ideas and case studies which highlight best practice and effective ways to support both our students and the teachers. As psychologists, we are well placed to support our students and colleagues using psychologically based life skills to inform and educate them in effective ways to support mental health and wellbeing. All teachers across Europe will be able to use these strategies to support both their students and colleagues. There will also be an opportunity at the end for delegates to share good practice in their own countries.

Lucinda Powell:

Why do we need a whole school approach to mental health?

In 2017, the UK government published a paper: ‘Transforming Children and Young People’s Mental Health Provision.’ This was a move to address the apparent increase in mental health issues that young people were facing. The paper ‘put schools and colleges at the heart of [the] efforts to intervene early and prevent problems escalating’. Whole school mental health should provide a comprehensive and consistent provision of universal and targeted interventions. It acknowledges the challenges that teachers have, in looking after their own wellbeing whilst having to juggle the welfare, wellbeing and education of their students, when they may have no training or real understanding of the complexities of adolescent mental health. Schools need a clear framework and guidance as well as the funding to give training to the whole community and buy in specialist services where appropriate. The occasional outside speaker or after school yoga class will not deal with the issue;

to promote positive mental health takes sustained effort from a whole community to embed behavioural and attitude change. This workshop will look at ways to embed a whole school approach to mental health that is sustainable.

Jock McGinty:

Mental health in schools: a case study

Childhood mental health conditions are common, with a worldwide prevalence of 11-16 % of young people under 18 years suffering from some form of mental health disorder (Polanczyk et al., 2015). It is becoming increasingly apparent that the role of schools is changing and that there is a clear responsibility for schools in supporting the mental health of children. Once seen solely as a vehicle for academic learning and attainment, schools are now being considered as a safe and secure base from which to deliver interventions that promote the mental and physical health of children and young people. This talk will show how one school has attempted to address the mental health problems of its pupils. We will look at a variety of interventions that are being provided for the children, delivered by school staff and mental health professionals that have had a significant impact on mental health outcomes.

Helen J. Kitching:

Bridging the Gap

The Division of Academics, Researchers and Teachers of the BPS ran a series of “transitions” events around the four devolved nations (England, Northern Ireland, Scotland, and Wales) in the United Kingdom in spring 2019. This brought together teachers and lecturers from both pre-university and higher education settings to discuss issues in supporting students to make the transition from school to university. One of the key messages to come out of the events was the large disparity in support in terms of mental health between school and university. This talk will look at some of the issues and discuss what schools and universities have put in place to help students make that transition so that their mental health and wellbeing is supported.

WORKSHOPS:

Taking Care of Ourselves

Evie Bentley

Association for the Teaching of Psychology (ATP), United Kingdom

In our world, now maybe more than ever, we as teachers (and this also applies to our students) seem to be under so much pressure, so much stress, and this impacts on our health. A little stress is good, but in the United Kingdom there is an unhappy link between teaching, stress and illness, and a lot of this could be caused by harm to our immune systems. However, there are several very helpful things individuals can do which are supported by science and research and are simple, do-able in normal everyday life. Come and find out about these and share your own helpful, health-supporting tips!

Digital technologies and young children

Olga Zvereva

Moscow Pedagogical State University, Russia

Raisa Chumicheva

Southern Federal University, Rostov on Don, Russia

The presentation will examine the psychological characteristics of young children of the new generation. A psychological portrait of a modern pre-schooler will be presented. In the report, the value of digital tools and the priorities of digital technologies will be described. We'll speak about digitalization: modern challenges. The problems will be discussed: What are the conditions for ensuring the social and psychological safety of the child and preventing "risky activities"? What are the new roles and positions of the teacher in the digital environment? How to increase the social responsibility of parents for the socialization and cultural identity of the child? How to prevent the occurrence of late socialization of children? Visual photo and video material will be presented.

Working together to develop the psychology curriculum in European schools

Morag Williamson

Association for the Teaching of Psychology, Scotland

Jukka Oksanen

The Finnish Association for the Teachers of Psychology, Finland

The Finnish Psychological Association

Psychology is taught as a discrete subject in secondary schools in many European countries. There are similarities and differences within and between countries, in terms of: course content, pedagogical approaches, status of the subject in the curriculum, whether mandatory or optional, starting age for studying psychology, teacher qualifications, and so on. One area of striking differences lies in the processes of curriculum development. In many countries there is top-down centralised control of curriculum by government education departments and qualifications awarding bodies. Other countries show regional variations and considerable teacher autonomy, with curriculum development characterised by bottom-up processes, e.g., extensive consultation with stakeholders, practitioners, and experts. How collaborative are these processes? Who are, or should be, the stakeholders and decision-makers, when determining what psychology should be taught and how it should be assessed? Are the voices of experienced teachers, students and parents being heard? Should the curriculum be influenced by government policy priorities?

We shall consider these questions in this workshop, referring to examples of practice from two or more countries, as well as research evidence. Participants will be invited to contribute their experiences and views in discussion, with a focus on ways of enhancing collaborative working in developing the psychology curriculum in schools.

Developing critical thinking skills in the psychology classroom

Nikola Vorelová

Faculty of Social and Economic Sciences, Comenius University in Bratislava, Slovakia

Dominika Vajdová

Faculty of Social and Economic Sciences, Comenius University in Bratislava, Slovakia

Radomír Masaryk

Faculty of Social and Economic Sciences, Comenius University in Bratislava, Slovakia

In the age of ubiquitous misinformation, it is vital to introduce practices of discernment or critical evaluation to students and pupils. In our workshop we briefly introduce our intervention designed to increase discernment and identify untrustworthy information. The intervention is based on the CRAAP test which serves as a rapid assessment method to assess the quality of information. The acronym is based on the 5 criteria used (Currency, Relevance, Authority, Accuracy, Purpose). We will use this technique to work with a set of articles and discuss various cues used in everyday life to discern trustworthy and untrustworthy news. This workshop is a part of VEGA project no. 1/0641/19 Discerning Trustworthy News in Secondary School Students: The Relationship of Conspiracy Beliefs, Scientific Literacy and Authoritarianism.

What motivates our students to read their textbooks?

Jock McGinty

Watford School for Boys, United Kingdom

Ebba Christina Blåvarg

University of Stockholm, Sweden

A common problem faced by school teachers is how to motivate their students to come prepared to lessons having read their textbook. Teachers expect students to read and do some of the hard work themselves and be well prepared. Textbook reading not only enhances content comprehension but also helps students to gain a better understanding of how to apply information from that area of psychology (Ryan, 2006). This interactive workshop will report on an EFPTA survey carried out across eight European countries that looked at the content of pre-tertiary psychology textbooks and how they match to the psychology curricula being taught. We will discuss the areas and topics in psychology taught at pre-tertiary level across Europe and how students' textbooks influence our teaching of psychology.

Students with special educational needs and their transitions: Use of storytelling in the teaching of psychology

Lenka Sokolová

Faculty of Education, Comenius University in Bratislava, Slovakia
Slovak Association for the Teaching of Psychology (SAUP)

Miroslava Lemešová

Faculty of Education, Comenius University in Bratislava, Slovakia
Slovak Association for the Teaching of Psychology (SAUP)

Psychology teachers are double challenged with the topic of special educational needs. Psychology teachers might meet students with various types of special educational needs in our classrooms and might be faced with teaching this topic as a part of the psychology curriculum. Teaching of and about students with special educational needs differs across European countries and types of school. The aim of this workshop is to discuss cross-cultural experiences in the support of students with special educational needs in pre-tertiary and tertiary education and show psychology teachers how to facilitate the educational transitions and raise general awareness about special educational needs through storytelling teaching methods. This workshop is a part of VEGA project no. 1/0119/21 Learning disabilities and attention deficit disorders among tertiary students: Prevalence, symptoms, coping and learning strategies.

Pre-conference Chat group: Discussion and collaboration space

EFPTA board members

Meeting new people and establishing new international contacts and cooperation are the main benefits of the EFPTA conferences. We would love to continue in this tradition despite the fact we are meeting online. EFPTA board members encourage all the participants to join an informal online space to enjoy some ice-breaking activities, meet new people and discuss topics relevant for the teaching of psychology and international collaboration in small groups using ZOOM break-out rooms.

Happy Hour: quiz and chat time

EFPTA board members

Let us have some fun. Take your cup of tea, glass of wine or beer and join us for informal evening chat and quiz time. EFPTA board members are preparing an online quiz and opportunity to know each other better. Enjoy a happy hour with psychology teachers from more than ten different countries.

We advise participants to prepare one extra device (e.g., smart phone or tablet) and download mobile app called Mentimeter (www.mentimeter.com). This allows you to participate more comfortably. If you use only computer or laptop, it is not a problem, you can switch between ZOOM app and your browser to join the quiz activities.

Teaching of psychology in EFPTA member countries

Teaching of psychology in the Czech Republic



Country representative: Alena Nohavová

In the Czech Republic, teaching psychology in secondary schools has at least three different areas of focus: 1) the field of psychology – in the forefront are the disciplines of psychology with their theories and terminology. 2) Social sciences - psychology as a separate discipline applies also in the education of social sciences. It is taught separately in the form of an introduction to individual disciplines. The second option is that social sciences are taught at an interdisciplinary level, not in the form of separate sciences. 3) In the context of civic education, psychology is an instrument or a means of developing civic themes (such as tolerance, respect for diversity, values, attitudes, etc.). Here, knowledge from psychology is a prerequisite for the development of an active democratic citizen, but not the goal itself. Currently, the official national curriculum document for secondary schools (the so-called framework of educational programs) is under revision and the concept of psychology teaching is being discussed.

EFPTA website info: www.efpta.org/home/index.asp?SID=3&SSID=18&aid=25

National association website: <https://cmps.ecn.cz/?page=english>

Teaching of psychology in Denmark



Country representatives: Mette Eggertsen & Janne Toftgard

Psychology is taught in upper secondary schools for students aged 16–20 years. The curriculum for psychology teaching is prescribed by the Ministry for Education. Psychology is offered on C- and B-levels. Objectives for students at B-level: demonstrate in-depth knowledge of core content and focus of normally functioning individuals, describe and critically evaluate psychological theories + relate to historical and cultural context, apply psychological knowledge to concrete issues, demonstrate knowledge of different perspectives in psychological explanations, demonstrate knowledge of methodologies, ethical issues in research, and how psychological knowledge is generated design simple field work, evaluate influence of historical and cultural factors on human behaviour, communicate clearly (oral and in writing) on psychological knowledge using appropriate terminology, describe contribution of psychology in human- social- and natural sciences.

EFPTA website info: www.efpta.org/home/index.asp?SID=3&SSID=18&aid=2

National association website: <http://xn--psykologilrerforeningen-i9b.dk>

Teaching of psychology in England and Wales



Country representative: Jock McGinty

In England and Wales, Psychology is one of the most popular subjects at A-level (16–19-year-olds): nearly 50,000 students per year have gained A-level Psychology in recent years. Psychology is becoming more commonly taught at GCSE level too (14–16-year-olds). A-levels are required for admission to university, and normally consist of two years' study: AS (Advanced Subsidiary) is a one-year course, designed to give students a broad introduction to the main approaches and topics in psychology. Students who are successful at this level can progress to A-level in their second year, when they have the opportunity to specialise a little more and gain the full A-level award. Students have the opportunity to carry out their own research investigations but at present the external assessment for A-level does not include assessed research reports.

EFPTA website info: www.efpta.org/home/index.asp?SID=3&SSID=18&aid=21

National association website: <https://www.theatp.uk/>

Teaching of psychology in Finland



Country representatives: Teija Jokinen-Luopa, Helena Haranen
& Jukka Oksanen

Psychology has been a subject in upper secondary schools from the Second World War. It was called 'soulsience' for many decades. In the seventies we started to call it psychology. Initially it was offered in schools as an alternative to biology. When biology became a compulsory subject students had the opportunity to study both biology and psychology. Our students are from 16 to 20 years old. About 80 % of this age group want to study psychology. There are a minimum of five courses in each school. Besides that, there usually are from one to three extra courses in many schools. Students can choose from one to five courses and as many extra courses as there are.

EFPTA website info: www.efpta.org/home/index.asp?SID=3&SSID=18&aid=4

National association website: www.psop.fi

Teaching of psychology in Germany

Country representatives: Vera Reinke & Wolfgang Augustin



The conditions for psychology as a regular school subject vary from State to State: most provide the subject at upper secondary level only (age 17-19), and Sachsen-Anhalt is so far the only State where psychology is taught both at lower secondary level (age 14-15) and upper secondary level. In some States it is taught in a 2-semester course (two lessons a week), and in others, a 4-semester course (4 lessons a week) leading to the Abitur. A few states do not yet offer psychology at all (e.g., Sachsen, Hessen, Niedersachsen, Schleswig-Holstein, Rheinlandpfalz, Saarland). Only a few universities offer teacher-training in psychology as a school subject, but it is required if psychology is taught as a 4-semester course leading to the Abitur. Often teachers of other subjects also teach psychology, in some of the States they can obtain further qualification courses for the subject.

EFPTA website info: www.efpta.org/home/index.asp?SID=3&SSID=18&aid=5

National association website: www.psychologielehrer.de

Teaching of psychology in Iceland

Country representative: Harpa Hafsteinsdóttir



Psychology is first taught in upper-secondary schools for students aged 16–20 years. The curriculum for psychology teaching is prescribed by the Ministry for Education. Qualification of teachers in upper-secondary schools: the minimum requirement of psychology education is a B.A. degree or equivalent and then a two-year M.Ed. in Teaching Studies. The most common class size is 20 – 30 students. On average students spend around 4 hours a week studying psychology and each term is about 15 weeks. Many different teaching methods are used, including lectures, practical exercises, cooperative learning and laboratory work. Conditions vary between schools. Psychology is a quite popular subject in upper-secondary schools in Iceland but usually it is not a mandatory subject for all students. Most often though it is mandatory in study programmes specially designed for those preparing for social sciences at university.

EFPTA website info: www.efpta.org/home/index.asp?SID=3&SSID=18&aid=7

National association website: www.bhs.is/uppminal/

Teaching of psychology in Russia



Country representatives: Raisa Chumicheva & Olga Zvereva

Psychology is taught in certain schools and colleges, mainly in cities such as Moscow, St Petersburg, Rostov-on-Don. In some Russian schools, the approach to teaching psychology is quite different from that in most western European countries. Psychology, or “psychological competence”, is integrated into the whole curriculum, even at primary school level – this is termed the “psychologisation” of the educational process. This model has been developed since 1966 by staff at the Education Faculty of the Southern Federal University in Rostov-on-Don, in partnership with other universities in the region and local schools.

EFPTA website info: www.efpta.org/home/index.asp?SID=3&SSID=18&aid=23

National association website: A/N

Teaching of psychology in Scotland



Country representative: Morag Williamson

Scotland has its own education system, which is historically different from the rest of the UK. Most students aged 15-18 years in high schools and colleges study a broad range of subjects. The qualification for university entrance is the Scottish "NQ Higher", and 3 - 5 Highers are normally required. Higher Psychology is widely taught, mainly to students aged 16-18 years, and younger students (14-16 years) can also study psychology for national qualifications. Around 3,500 students take Higher Psychology each year, and there has been consistent growth in popularity of the subject since it started in 1999. In colleges, "HN" courses are also provided, which are popular with mature students and have a more applied, vocational emphasis; these also enable progression to university, or to further professional training or employment. The HN in Social Science includes a strong element of Psychology.

EFPTA website info: www.efpta.org/home/index.asp?SID=3&SSID=18&aid=8

National association website: www.theatp.uk/atp-scotland

Teaching of psychology in Slovakia



Country representative: Lenka Sokolová

In Slovak secondary schools the basics of psychology are taught as a part of another subject. Each student from 15 to 19 should get a brief survey of the discipline of psychology, which involves only 16 hours of teaching included in the compulsory subject Citizenship Studies (this subject covers sociology, psychology, economics, law, and philosophy). Some schools offer psychology as an optional subject. General upper-secondary schools (grammar schools) can offer a psychology course, which is a one- or two-year course with the possibility of taking a final exam in psychology, like A level; unfortunately, this is available only in some secondary schools. In vocational upper-secondary schools, psychology is taught as a compulsory subject in selected study programmes (pedagogical and social academies and medical schools). Business academies and other vocational schools usually teach psychology only as an optional subject.

EFPTA website info: www.efpta.org/home/index.asp?SID=3&SSID=18&aid=9

National association website: www.saup.sk

Teaching of psychology in Sweden



Country representative: Ebba Christina Blåvarg

Psychology in Sweden is first taught in upper secondary school for students aged 16-20 years. The courses are based on a national curriculum and have existed since 1965. The latest and current revision was 2011 (Gymnasieskola 2011). Psychology 1 is mandatory for students studying the social science program and the economy program and optional on other programs. Psychology is not specifically required for admission to Swedish universities. On average students have two hours of psychology a week for one semester per course, which is equivalent to half of the school year. Many teaching methods are used, depending on the teacher and the conditions at the school.

EFPTA website info: www.efpta.org/home/index.asp?SID=3&SSID=18&aid=17

National association website: A/N

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