The impact of resilience on the chronic stress of undergraduate psychology students

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Abstract ID

3

Submission type

Poster

Scheduled

Poster Sessions 2 (10.30-11:00), 21-07-2016, 10:30 - 11:00

Keywords

resilience, social support, academic stressor, chronic stress, undergraduate students

Summary

The purpose of this exploratory study was to analyze the relationship between academic stressors and chronic stress in undergraduate psychology students, and to identify whether resilience and/or social support function as mediators amid this relationship. Students from the University of Luxembourg and the University of Trier ($N = 152$) were recruited to fill out an online questionnaire consisting of the Trier inventory of chronic stress (Schulz et al., 2004), the resilience scale (Leppert et al., 2008), the perceived social support scale (Kliem et al., 2015), and five dimensions of academic stressors (Herbst et al., 2016). Results show a positive correlation between academic stressors and chronic stress. Multiple regression analysis prove that neither gender, home university, additional occupation nor social support are significant predictors of chronic stress. Compared to academic stressors and resilience, which account for more than 56% of the variance of students' experienced chronic stress. Furthermore, academic stressors and chronic stress are mediated by resilience but not by perceived social support. The implications of the findings are discussed in terms of their relevance for the development of intervention programs against chronic stress of undergraduate students.

A GUIDING FRAMEWORK FOR THE DEVELOPMENT OF A TRANS-DISCIPLINARY COMMUNITY MENTAL HEALTH STUDENT TEACHING AND LEARNING PLATFORM

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Abstract ID

5

Submission type

Paper

Keywords

community engagement; higher education; South Africa; mental health; transdisciplinary collaboration; transformational teaching; action research

Summary

Establishing a trans-disciplinary mental health platform could contribute to outreach and service training agendas in a higher educational context as engagement is a higher education priority for all universities. The purpose of the platform described in the article provides an opportunity for students to learn from each other, with each other and about each other, across a variety of disciplines in one university, while also effectively addressing the needs of the surrounding community. This article records the background to the establishment of a unique multi-disciplinary university-community collaborative initiative in South Africa by using a self-reflective and participatory action learning and action research approach which is learner centered, project-based and aimed at social justice. Transformative teaching has been one of the teaching methodologies which has guided this initiative. This student, teaching and learning platform also identifies lessons learnt and creates a guiding framework for the establishment of similar projects in other communities. It contributes firstly, to providing a framework to guide and encourage future establishments of similar university-community collaborative engagement endeavors and, secondly, to highlight the requirements for sustaining services to communities when senior students exit their university programmes, while new students enter.

Perspectives on psychological literacy

Newstead, S.E. (Stephen)[1], Wilson, P. (Paul), Hulme, J. (Julie), Swingler, M. (Maxine), Hendry, G. (Gillian)[2]
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Abstract ID

6

Submission type

Symposium

Scheduled

Beelaerts van Bloklandzaal, 25-09-2019, 15:45 - 17:15

Keywords

psychological, literacy, employability, curriculum

Summary of Symposium

The concept of psychological literacy has gained much currency in definitions of the psychology curriculum. However, it is noticeable that the majority of work in this area has been conducted in the English-speaking nations, especially the USA, the UK and Australia.

The aim of this symposium is to bring some of the work carried out in the UK to a wider European audience. In addition to examining the concept itself, there will be an emphasis on some of the potential implications for both students (as their self-knowledge hopefully increases) and lecturers (as their traditional methods of teaching are challenged).

Name Discussant

Birgit Spinath

Embedding Reflection on Graduate Attributes to Promote student Engagement in Employability

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Abstract ID

6-1

Submission type

Paper

Keywords

graduate, attributes, employability

Summary

Previous research indicates that levels of awareness and engagement with Graduate Attributes (GAs) at undergraduate level are often low and that students often don't record their achievements officially through student records such as the HEAR (Morris, Cranney, Jeong & Mellish, 2013; Wakeham, 2016). To address the issues of student engagement and awareness we designed, implemented and evaluated a number of interventions with psychology pre-honours students. We found that after reflecting on their graduate attributes, students' self-efficacy in GAs increased and was positively related to self-efficacy and self-esteem in H.E. Qualitative analysis elicited the following themes: Lack of awareness of GAs; Perceived value of GAs; Demonstrating GAs; Applicability of GAs. Overall the themes indicated that students were aware of the value of GAs, often from extra-curricular and part-time work. However, students expressed uncertainty on how to develop specific GAs and how these applied to graduate jobs. We will discuss case studies of good practice which embed employability in the curriculum, in light of the challenges facing new graduates entering a volatile job market.

Psychological literacy and teaching innovation

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Abstract ID

6-2

Submission type

Paper

Keywords

teaching, innovation, psychological, literacy

Summary

In the UK, Psychology education is changing. A qualitative study by Hulme and Kitching (2015) revealed that psychology academics are experiencing a pressure to develop a more applied focus in the psychology undergraduate curriculum, in part in response to the inclusion of psychological literacy in the BPS accreditation criteria, and in part due to pressure from students concerned about employability. Psychology was previously taught as a fairly traditional science, with a focus on theory, research methods, and essay-style writing, and increasingly, undergraduate education is requiring a more problem-based approach. However, the majority of academics themselves were taught according to previous tradition, and shifting practice requires considerable pedagogic innovation in both teaching and assessment. Innovation is necessary for education to evolve to meet modern societal needs, but can be considered to be risky, resulting in a preference to teach according to "tried and tested" and "safe" methods, which has been described as "pedagogic frailty" (Winstone & Hulme, 2017; Hulme & Winstone, 2017). This presentation will propose that psychologically literate teachers, who apply the principles of psychology to their own teaching, may be able to manage risk, overcome pedagogic frailty, and are equipped to develop effective innovative practices.

Incorporating personality testing and interpretation into psychology programmes

Wilson, P. (Paul)
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Abstract ID

6-3

Submission type

Paper

Keywords

personality, testing, employability, self-awareness

Summary

It's been established that students are able to estimate their personality trait scores, albeit with low/moderate accuracy (Furnham & Chamorro?Premuzic, 2010). This suggests that there is scope to increase introspective knowledge of personality, with the potential for application in future academic, work and everyday life settings. This presentation will describe an initiative to increase university students' insight into personality. After learning about the 'Big Five' trait theory, students were asked to estimate their levels on each trait, then participated in a practical class where they completed and scored a psychometric measure of the Big Five (NEO-FFI-3). They were then guided to reflect on surprising discrepancies, and think about how their trait levels may be beneficial or counterproductive in their working, academic and personal lives. Class-level data, showing 'individual differences in action' with relationships between class data, age, gender and, unbeknownst to them, lecture attendance(!) were presented at the end of the course. Student feedback has revealed this initiative to be an enlightening experience, beyond the practical psychometric skills developed; particularly with respect to preparing for graduate-level employment. This presentation will summarise the student-identified benefits, and interesting trends in the relationships between estimated and measured trait scores in the student cohort.

How useful is the concept of psychological literacy?

Newstead, S.E. (Stephen)
University of Plymouth

Abstract ID

6-4

Submission type

Paper

Keywords

psychological literacy

Summary

In this presentation I will examine the concept of psychological literacy, how it has been used and how useful it is. I will argue that there is little completely new in it since most of the skills it covers (thinking, communication, teamwork, etc) have long been discussed in relation to the benefits of a psychology degree. What it does do is to provide a convenient way of summarising to others what a psychology degree is all about, and can thus be helpful in selling the advantages of the degree to policy makers. And it may be especially beneficial to students in helping them realise what skills they have acquired. But there are dangers attached in that we need to be confident that our graduates do indeed possess the skills we claim they have, and that they apply these skills in an appropriate and ethical way.

Using the cognitive apprenticeship model to develop a new undergraduate curriculum

Almond, L (Louise)[1], Bennett, K (Kate)[2], Tsivilis, D (Dimitris)[1], Harrold, J (Jo)[1]
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Abstract ID

7

Submission type

Poster

Scheduled

Poster Sessions 1 (15:15-15:45), 25-09-2019, 15:15 - 15:45

Keywords

Authentic assessments; active learning; research connected teaching; cognitive apprenticeship model;

Summary

The University of Liverpool has recently developed of a new, innovative, truly research-connected curriculum. The philosophy behind our curriculum is the cognitive apprentice model where students learn from experts through active learning. Designed to meet the needs of a large student cohort, the programme is taught using large group lectures and smaller group seminars, practical laboratory and tutorial sessions complemented by a suite of online learning opportunities. Emphasis is placed on the introduction of 'authentic' assessments, which allow students to practise tasks more closely aligned to future employment, and increased provision of constructive feedback. Our new curriculum has been designed to have both horizontal and vertical alignments, with employability embedded throughout.

Educating for Empathy and Cultural Humility

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Abstract ID

8

Submission type

Workshop

Scheduled

Jacobzaal, 25-09-2019, 15:45 - 17:15

Keywords

empathy, cultural humility

Summary

Engaging in global empathy and cultural humility are necessary skills for cultivating openness and understanding of diverse cultures. Students will need these skills in order to successfully engage in a global marketplace beyond the classroom. The focus of this workshop is to provide an introduction to the skills necessary for developing cross cultural relationships and understanding relative to global citizenship education. Participants will be introduced to cultural humility in education as well as evidence-based skills for cultivating empathy. The session allows participants to reflect and build on each skillset. Students will leave the session with a better understanding of cross cultural skills and how they apply to work as an educator.

By the end of this workshop, participants will be able to: 1) describe the core principles and theoretical framework of cultural humility and empathy as related to the work of psychology educators and 2) apply principles of empathy and cultural humility to their work as psychology educators.

Psychology for the love of it! Psychology for life

Abstract ID

9

Submission type

Paper

Scheduled

Bouillonzaal, 25-09-2019, 15:45 - 17:15

Keywords

Teaching without curricula for interest and for skills

Summary

Collaborative work between schools has opened up the opportunity to teach students Psychology who would not normally encounter it until post-16. This has been in the form of Psychology master classes and a summer school and a residential course. This has allowed us to teach psychology of interest without adhering to a set curriculum. It has life-changing effects on many students who have been inspired to study Psychology and even to teach it themselves. The model set up in York, UK has been recognised as best practise.

The impact of resilience on the chronic stress of undergraduate psychology students

Lenz, H (Hannah)[1], Steffgen, G (Georges)[1]
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Abstract ID

10

Submission type

Poster

Keywords

chronic stress, psychology students, resilience, Luxembourg

Summary

The purpose of this exploratory study was to analyze the relationship between academic stressors and chronic stress in undergraduate psychology students, and to identify whether resilience and/or social support function as mediators amid this relationship. Students from the University of Luxembourg and the University of Trier ($N = 152$) were recruited to fill out an online questionnaire consisting of the Trier inventory of chronic stress (Schulz et al., 2004), the resilience scale (Leppert et al., 2008), the perceived social support scale (Kliem et al., 2015), and five dimensions of academic stressors (Herbst et al., 2016). Results show a positive correlation between academic stressors and chronic stress. Multiple regression analysis prove that neither gender, home university, additional occupation nor social support are significant predictors of chronic stress. Compared to academic stressors and resilience, which account for more than 56% of the variance of students' experienced chronic stress. Furthermore, academic stressors and chronic stress are mediated by resilience but not by perceived social support. The implications of the findings are discussed in terms of their relevance for the development of intervention programs against chronic stress of undergraduate students.

Psychology in the medical curriculum: Redefining module content and delivery in a socially accountable manner

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Abstract ID

12

Submission type

Poster

Scheduled

Poster Sessions 1 (15:15-15:45), 25-09-2019, 15:15 - 15:45

Keywords

Medical teaching, teaching psychology, curriculum development, psychological determinants of health

Summary

The need to incorporate clinically relevant aspects of psychology into undergraduate medical curricula has grown in the recent years. This growth, supported by a wealth of evidence-based research, demonstrates the importance of psychological factors in doctor-patient interaction, as well as in a range of medical illnesses and in adherence to medical treatment. In the literature, there is substantial evidence that psychology remains low in the hierarchy of importance in medical education, with most medical students identifying it as boring. This paper explores the possibility of replacing the teaching of psychology theories to medical students with the bio-psycho-socio-spiritual model. The idea is that all medical students must value the importance of psychology in their profession as future medical practitioners. Secondly, replacing psychology theories with the bio-psycho-socio-spiritual model ensures that there is more time spent in the teaching of applied psychology knowledge and skills. Thirdly, the bio-psycho-socio-spiritual model facilitates links between medical illnesses and psychology. Lastly, this can be viewed as not only one of the strategies to transform the teaching of psychology to the medical fraternity in a socially accountable manner, but can be seen as one of the initiatives to improve the health care system.

"Hurry up and do some work" – an exploration of teasing to address norm violations in student group work

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Abstract ID

14

Submission type

Poster

Scheduled

Poster Sessions 1 (15:15-15:45), 25-09-2019, 15:15 - 15:45

Keywords

student group interaction, PBL, teasing, norms, social psychology

Summary

Teasing is a difficult concept to define: what one person may regard as playful goading, another may treat as insulting or bullying, and as such, there is no universal agreement as to what it is. Research, therefore, tends to focus more so on its *impact*: when it is studied 'in situ', we learn more about its functions in interaction. The current paper demonstrates how teasing can be used to address student group norm violations, detailing instances where group members have done too much or too little work than what was expected. Data come from a corpus of 85 hours of naturally-occurring student group interactions from two UK HE institutions, analysed using discursive psychology and conversation analysis, where groups were engaged in problem-based learning (PBL). As a student-led approach to learning and teaching, in PBL often there is no tutor present, and so groups have to themselves manage issues like accountability for completing work. Teasing as a way of addressing norm violations is not a new finding, but when applied to the student group environment, we can obtain an insight into a number of the processes that underpin group learning such as social loafing, social compensation and group cohesion.

Development and assessment of an interdisciplinary and international course: Psychological foundations for responsible citizen- and leadership in diverse environments

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Abstract ID

15

Submission type

Poster

Scheduled

Poster Sessions 2 (10.30-11:00), 21-07-2016, 10:30 - 11:00

Keywords

interdisciplinary, diversity, workshops, educational psychology, social psychology, learning products

Summary

This contribution details the development, objectives, implementation experience, and outcomes of a course conveying psychological approaches and findings to students from an international and interdisciplinary study program who have no access to regular psychology-classes in the German university system.

The course '**Psychological foundations for responsible citizen- and leadership in diverse environments'** is designed to provide a comprehensive, scientifically based understanding of processes in human cognition and interaction which may hinder or advance successful performance, communication, and cooperation, specifically where individuals with diverse backgrounds interact.

Drawing on findings from education (psychology) research, the course concept requires students to prepare and implement workshops on selected focus topics for their fellow students. Thus, while students practice, improve and actively reflect their own educational skills, all course members shall benefit from the expertise on cognitive and social psychological phenomena and approaches gained by their peers. Fostering sustainable effects and knowledge transfer, a learning product in the form of a workshop-guide on covered topics is developed by the students. Further assessing attainment of educational objectives, knowledge concerning covered topics is assessed pre- and post course completion.

Exploring Antisocial Behaviour in Children – Building Research Capacity and Conceptualisation Skill

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Abstract ID

17

Submission type

Paper

Scheduled

Sinzendorfzaal, 26-09-2016 - 26-09-2019, 11:00 - 12:00

Keywords

antisocial, conduct disorder, oppositional deviant disorder, teaching and learning, research capacity

Summary

Antisocial behaviour in children is multifaceted; to enhance understanding of this population, this research aims to explore patterns of etiological pathways, risk factors to antisocial behaviour, and antisocial dynamics. It examines the above areas using a multiple case study approach, within a qualitative paradigm. The sampling method is nonprobability purposive sampling, which focuses on children between 6 and 15 years, who have met the criteria for Oppositional Defiant disorder and Conduct disorder. Data used is both archival, and gathered through semi-structured interviews with parents. Data is analysed using Miles and Huberman's (1994) model of data collection and analysis. To date the project has explored 7 cases, and illustrated the successful use of international literature in unpacking these cases, from the South African context.

The teaching leg of the project focuses on the use of tutorials to coach postgraduate students in understanding of relevant antisocial literature, building their capacity to identify data relevant to a child's antisocial behaviour. By pinpointing the factors underlying the child's behaviour, students are able to conceptualise the case, both for the purpose of a research report, and for possible intervention focus areas. Thereby, the project builds research capacity, and meets the outcomes for teaching and learning

Piloting a novel online international learning project on employability for postgraduate health psychology students.

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Abstract ID

18

Submission type

Poster

Scheduled

Poster Sessions 2 (10.30-11:00), 21-07-2016, 10:30 - 11:00

Keywords

health psychology, online learning, international learning, digital collaboration

Summary

We piloted an 8 week project offering health psychology students 'international' experiences via online interaction. We tested the feasibility of running collaborative activities in an online platform. Students were invited to participate from health psychology programmes at one Irish and one British university.

Learning activities included: posting to online discussion forums, a live video discussion on 'global health psychology', and shared digital presentations on international employability, including e.g. qualification requirements across countries, continuing professional development, digital fluency, and intercultural competence.

21 students volunteered to take part (13 from one university, 8 from the other). Participation varied across the learning activities. The live video discussion was most popular (21 students participated), followed by posting personal pictures/biographies (n=14) and discussion forums (n=7). Only 3 students contributed to the digital presentation. Student engagement decreased as the semester progressed. Informal feedback suggests that competing coursework deadlines may have reduced engagement. Engagement might be enhanced by including fewer activities, or offering course credit for participation or evaluation activity.

It is feasible for psychology courses in different countries to collaborate in online learning. Learning collaboratively with students in other countries may broaden international perspectives and

employment prospects. We hope future collaborations may be facilitated through ESPLAT.

Psychological Literacy: A Construct Validity Analysis

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Abstract ID

20

Submission type

Poster

Scheduled

Poster Sessions 2 (10.30-11:00), 21-07-2016, 10:30 - 11:00

Keywords

Psychological Literacy, Construct validity, Psychology graduate skills, Psychology student attributes, Graduate attributes

Summary

The construct 'psychological literacy' (PL) refers to the skills and attributes that higher education psychology graduates are expected to possess. Varied operationalisation of PL across empirical studies has resulted in conflicting information for the attributes that PL encompasses. It is unclear whether the construct of PL has been adequately developed for key stakeholders (such as psychology educators, students and employers), which is problematic as PL is increasingly influential in curriculum policy. There is a need to assess the evidence of construct validity in PL research. Exploratory factor analyses are currently driving the conceptualisation of PL, but this is only beneficial if the components of the construct are understood. This paper presents an evaluation of empirical PL studies against threats to construct validity, and evidence for construct validity in individual measures. Results suggest that there is no unifying theory underpinning PL research, which is problematic for determining the construct validity of PL. Possible solutions to resolve construct validity threats are offered, such as the formation of a theory for attribute selection.

Using StatHand to Train Structural Awareness

Allen, P. J. (Peter)[1], Fielding, J. L. (Jessica)[1], Kay, R. (Ryan)[1], East, E. (Bissy)[1]
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Abstract ID

21

Submission type

Paper

Scheduled

Bouillonzaal, 26-09-2019, 15:30 - 17:00

Keywords

StatHand, Statistics, Research Methods, iOS, App, Structural Awareness, Bayesian

Summary

Many psychology undergraduates struggle to select appropriate statistics for different types of hypotheses and data. This skill is underpinned by 'structural awareness', or the ability to disregard a research problem's topic and instead focus on its structural features and the relationships between them. Research indicates that structural awareness can be trained, although such training is limited in most undergraduate psychology courses. In the current study we are testing the hypothesis that brief training with the free StatHand iOS app can promote structural awareness. Our initial 62 psychology undergraduate participants were randomised to a training or control condition. Training involves structured practice using StatHand to identify appropriate statistics for different research problems. Members of the control condition used an origami iPad app instead. Participants then independently completed several tasks reflective of structural awareness. Bayesian t-tests provided support for the hypothesis that students trained using StatHand demonstrate greater structural awareness than students who have not been trained. Our current data support the conclusion that brief, structured training using StatHand can promote structural awareness amongst psychology undergraduates. Such training can be easily incorporated into undergraduate psychology research methods courses. Data collection for this project is ongoing and will stop when $N = 102$.

The influence of student's emotional responses on their engagement with feedback

Harris, R J (Richard)[1], Brown (Charity)[1], Havelka (Jelena)[1], Eilola (Tiina)[2], Birtill (Pam)[1]
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Abstract ID

22

Submission type

Poster

Scheduled

Poster Sessions 2 (10.30-11:00), 21-07-2016, 10:30 - 11:00

Keywords

feedback, emotional responses, student engagement, assessment

Summary

To date many studies have investigated how different factors (e.g. format of feedback) influence student's engagement with feedback (Killingback et al., 2019). However, few studies have investigated the impact of student's emotional responses to feedback and whether the emotional response is modulated by the grade an assignment received. This study aims to understand how emotional responses to feedback influence students' engagement with and their behavioural responses to that feedback. To explore these issues, we have adopted a two-stage approach to questionnaire development. In the first stage, we have generated a short, open-ended questionnaire designed to understand student's emotional responses to feedback. This questionnaire was distributed to 20 students at different stages of their degree programme. This questionnaire will be subjected to thematic analysis to identify emergent themes that underpin student's emotional responses. These themes will be used to generate a second, quantitative questionnaire for distribution to a larger scale sample. Results will be discussed with a focus on how we can take account of emotional responses, with specific suggestions designed to increase student engagement with and ultimately the effectiveness of coursework feedback.

Mind the gap: Pre-tertiary subject choices as predictors of academic attainment in Higher Education

Harris, R J (Richard)[1], Pownall, M V (Madeleine)[1], Coats, R O A (Rachel)[1]
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Abstract ID

23

Submission type

Poster

Scheduled

Poster Sessions 1 (15:15-15:45), 25-09-2019, 15:15 - 15:45

Keywords

Psychological literacy; secondary education; transition; academic attainment

Summary

Psychology is one of the most popular degree subjects at pre-tertiary and higher education level (APA, 2008). In the UK, psychology degrees equip students with a comprehensive knowledge of psychology and skills such as critical thinking, research methods, and analytical debate. In theory, these skills are nurtured in A-level and AS-level study of psychology. Therefore, one would expect psychology A-level graduates to be academically more prepared for the unique challenges of their degree.

This paper will explore three cohorts of undergraduate students (N = 500), empirically analysing how A-level subject choice equips students for a psychology degree within the context of a large Russell Group University. In line with previous work (e.g. Peers & Johnston, 1994), the results suggest that mathematical and scientific subjects more effectively prepare students for psychology at university. Moreover, there are no significant differences between the academic attainment of those who study psychology at pre-tertiary level and those who do not. These findings will be conceptualised through a lens of psychological literacy, critically discussing how psychology at pre-tertiary level may not adequately equip students for their degree and introduce suggestions for future practise. Insights from current student perspectives will form the narrative to these findings.

PBL for global citizenship

Fonteijn, H.T.H
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Abstract ID

24

Submission type

Paper

Scheduled

Sinzendorfzaal, 25-09-2019, 15:45 - 17:15

Keywords

PBL, global citizenship, international classroom

Summary

Problem-based learning is often presented as a learning method that fits developing psychologically literate citizens. At Maastricht University, PBL has been used as principal teaching method in psychological bachelor and master nprogrammes since 1995. The paper will analyze to what extent PBL in Maastricht has supported the development of psychological literacy in a very diverse international classroom, and presents initiatives that should help realize intended learning outcomes targeting global citizenship in our psychology programmes.

Examining skills and abilities in psychology

Hakelind, CH (Camilla)

Abstract ID

26

Submission type

Paper

Scheduled

Bouillonzaal, 26-09-2019, 15:30 - 17:00

Keywords

Clinical skills, Assessment, OSCE, psychological literacy

Summary

Applying psychological knowledge is one of the most important parts of psychological literacy and an important part of a psychology degree. Examining students' clinical skills in a valid manner requires high quality examination forms. The purpose of this presentation is to describe the implementation of new examination forms in order to improve the external validity of the assessment of clinical skills. The Department of Psychology introduced OSCE, Objective Structured Clinical Examination on the psychologist programs. In the OSCE different types of skills and abilities are addressed. Each student is faced with a number of clinical problems in a circuit of short stations with simulated patients. Every station is assessed by one teacher. The implementation of OSCE improved the alignment between national goals and teaching content, stimulated students' training of practical skills, as well as strengthened students' performance at clinical practice. We aim to discuss how OSCE can be implemented in a wider perspective, and how the method can be improved and better adapted to the psychological context. Future development and research also include a psychometric evaluation of the OSCE in a psychological context, where content validity, intra- and inter-rater reliability as well as the procedures standard-setting will be examined.

Pre-Service Teacher Students' Epistemological Beliefs about Educational Psychology at the Beginning and at the End of their Academic Program

Zumbach, J.Z. (Jörg)[1], Deibl, I.D. (Ines)[1], Geiger, V.G. (Viola)[1], Martinek, D.M. (Daniela)[1]
[1]University of Salzburg

Abstract ID

27

Submission type

Paper

Scheduled

Jacobzaal, 26-09-2019, 11:00 - 12:00

Keywords

epistemological beliefs, educational psychology, pre-service teacher education

Summary

Epistemological beliefs are crucial for teachers as their attitudes and beliefs are essential for planning and designing learning processes. Therefore, it's important to address these beliefs already during their pre-service teacher education.

Our research question addressed how the knowledge about educational psychology and the epistemological beliefs about this discipline change from the beginning to the end of teacher education.

Overall 252 students participated. The questionnaire consists of seven subscales: Scholarly Standard Practice, Relevance of the Discipline, Scientific Quality, Usefulness, Source of Knowing, Certainty of Knowledge, and Mandatory Character of the Course. We measured students' domain knowledge within the domain of educational psychology.

We found a change of students' beliefs regarding *Usefulness* and *Relevance of educational psychology* for their profession as master students judge these criteria significantly higher. They also judge *Source of Knowing* as more reliable and identify more genuine fields of the discipline correctly.

We could not find a difference on students' judgments about the Scientific Quality of educational psychology. Their *Certainty of Knowledge* actually decreased during the program.

Taken together, pre-service teacher training programs need to focus on the development of such beliefs as well as on the change of students' misconceptions in domains such as educational psychology.

Opening the door: Internationalizing and diversifying leadership in the teaching of psychology

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Abstract ID

28

Submission type

Paper

Scheduled

Bouillonzaal, 26-09-2019, 11:00 - 12:00

Keywords

internationalizing, global, diversity, leadership

Summary

Many organizations dedicated to the teaching of psychology struggle with attracting a diverse membership and leadership in terms of many characteristics, including wider international representation and inclusion of members of marginalized groups. In this paper, we will offer evidence-based guidance on means to increase diversity and the value of doing so, as well as share our own experiences as the current and former Vice President for Diversity and International Relations of the Society for the Teaching of Psychology (STP). In this paper, we will share our approaches to diversifying leadership within the field of the teaching of psychology, as well as methods to advance global psychology via psychology learning and teaching associations. The topics addressed in the paper will offer initiatives by the authors that have: 1) promoted diversity and inclusion in leadership positions within the discipline of psychology, 2) enhanced international programming and events, 3) provided curriculum resources and support, 4) increased awards for international conference travel, and 5) established specific committees for diversity and international relations. We will share successes and challenges alike, and will connect our experiences to research on best practices for developing a more inclusive discipline.

What successful students do: Learning activities explain university students' acquisition of knowledge beyond prior achievement, prior knowledge and motivation

Bosch, E[1], Seifried, E[1], Spinath, B[1]
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Abstract ID

29

Submission type

Paper

Scheduled

Sinzendorfzaal, 26-09-2019, 15:30 - 17:00

Keywords

higher education, student learning, self-directed learning

Summary

In higher education, students learn under little external control and have to decide on their own when, where and how to study. We examined, which learning activities students actually used during one semester and if these learning activities predicted acquisition of knowledge beyond well-known predictors of achievement such as prior achievement and motivation. In an educational psychology lecture, we offered preservice teachers several evidence-based learning activities (e.g., participate in self-tests or submit essays and receive feedback). In a sample of $N = 112$ preservice teachers, we assessed school GPA, prior knowledge in educational psychology, motivational variables such as ability self-concept as well as intentions to use the offered learning activities at the beginning of the semester. At the end of the semester, we asked students how much they had used several learning activities and assessed their ability self-concept as well as their knowledge regarding educational psychology in a mock exam. Regression analyses showed that how much students actually used learning activities explained their performance on the mock exam after controlling for prior achievement, prior knowledge and ability self-concept ($ß = .21$, $p < .05$). We will discuss the possibilities to assess and foster different learning activities in higher education.

Students charting graphism in psychology

Blech, C.[1], Gaschler, R.[1]
[1]*FernUniversitaet in Hagen*

Abstract ID

30

Submission type

Paper

Scheduled

Bouillonzaal, 26-09-2019, 15:30 - 17:00

Keywords

data representation; graphism; bachelor students; understanding science; hard and soft sciences; scientific graphs

Summary

Students' understanding of a discipline can profit from reflecting upon how it changed over decades. One seemingly superficial change involves graph usage. Changes in how science is being conducted and communicated involve the form of presentation of quantitative results. While different disciplines can contribute to improvements in statistical procedures used in quantitative research, an evidence-based approach to the improvement of visual communication of quantitative results can be provided by psychology (students). As an example of how a student research project can serve the reflection of and better understanding of changes in the discipline, we present a project charting changes in graph use in the discipline across decades. In the project started in January 2018, 20 students have been analyzing 348 volumes of ten different psychology journals over the last two decades. We report on changes in graphism as well as on the reflections of students with respect to changes in their discipline and contribution to science studies.

The accuracy of pre-programme predictors across types of academic success

Van Ooijen-van der Linden, L (Linda)[1], Van Lin, R. P. T. (Roos)[2], Woertman, L (Liesbeth)[2], Van der Smagt, M. J. (Maarten)[2]
[1]*Utrecht University/Amsterdam University of Applied Sciences*
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Abstract ID

31

Submission type

Paper

Scheduled

Bouillonzaal, 26-09-2019, 11:00 - 12:00

Keywords

academic success; admission; selection; higher education; Signal Detection Theory

Summary

Psychology bachelor programmes are broad scientific programmes comprising both knowledge on behaviour and psychological theories and extensive research- and professional-skills training. Selective programmes need accurate, programme-specific predictions of academic success.

We investigated, using a signal detection approach, whether our previously validated academic-success predictors (prior academic achievement, a programme-specific admission test score, a psychosocial score, and their combined score; van Ooijen-van der Linden et. al., 2017, 2018) differentially predicted specific *types* of academic success, in two psychology bachelor cohorts. *Types* of academic success were operationalised as theoretical-courses mean-grade, research-skills-courses mean-grade and professional-skills-courses mean-grade across the programme.

Results show that the most accurate predictions were for success in theoretical courses. This result may be intuitive, since both secondary and tertiary education, and the admission test, are more comparable in teaching and testing theoretical knowledge than in research skills and professional skills.

However, focus groups with both students, their tutors as well as teachers, determined academic success to surpass both knowledge and skills as graded in courses, and to result primarily from reciprocal personal *and collaborative* efforts. Such comprehensive academic success requires a more process- and community-based approach of education, and thus of selection procedures as well.

Fact or fiction? Using popular myths and surprising facts to promote student engagement in introductory psychology

McConnell, B. (Bill)
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Abstract ID

32

Submission type

Paper

Scheduled

Sinzendorfzaal, 25-09-2019, 15:45 - 17:15

Keywords

student engagement, introductory psychology

Summary

To highlight the fact that psychological research findings often run counter to intuition and common sense, the author asked 75 students in three sections of introductory psychology to judge the veracity of popular myths, and factually correct statements selected as likely to be perceived as surprising. Each section met twice per week for 13 weeks, and a myth and a factually correct statement tied directly to the day's content was introduced in each class. The students tended to judge the myths as factually correct, and the factually correct statements as incorrect, which typically produced demands for empirical refutation of the myths and substantiation of the factually correct statements, thereby generating lively classroom discussion. Course evaluations indicated that the students enjoyed the activity, that it increased their interest in the course, that it helped them understand the course material, and that they recommended including the activity in future sections of the course. The activity may also have contributed to learning gains, with students in the study receiving higher grades than those in three sections of the course that did not include the activity.

The role of tutoring in the academic performance of research methodology students in Psychology at a South African University

Esterhuyse, KGF (Karel)
University of the Free State, Department of Psychology; University of the Free State; Bloemfontein; South Africa, 9301, Bloemfontein South Africa

Abstract ID

33

Submission type

Poster

Scheduled

Poster Sessions 2 (10.30-11:00), 21-07-2016, 10:30 - 11:00

Keywords

tutorials; academic achievement; students; probability; regression

Summary

The role of tutorials in the academic performance of third year Research Methodology students (N=257) in Psychology at a South African university was explored by means of relationships, success rates, and probability tables. This method was followed since an experimental design was not possible (students should be given the opportunity to attend tutorials). Consequently, the group of Research Methodology students that attended 20% or less of the tutorials and whose probability to achieve success (?50%) in the examination, were compared with another group of Research Methodology students who attended 80% or more of the tutorials. The theoretical probability tables as designed by Lawshe and Balma (1966) were used in conjunction with the success rates and correlations and also by means of regression equations in order to determine the probabilities. It was found that a student who obtained approximately 50% for Test 1 and only attended 20% of the tutorials has a 63% probability to be successful in the examination, whilst a student who obtained the same mark for Test 1 and attended 80% or more of the tutorials has a 90% probability to be successful in the examination. All the tutorial session was presented by the same tutor.

Self-efficacy in presentation skills: relations with teaching behavior, emotions, and presentation performance in students

Schickel, M.[1], Ringeisen, T.[1], Klug, K.[2], Endale, W.[2], Rohrmann, S. (Prof. Dr.)[2]
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Abstract ID

35

Submission type

Symposium

Scheduled

Luxembourgzaal, 26-09-2019, 09:00 - 10:30

Keywords

self-efficacy, presentation skills, achievement emotions, scale validation, teaching behavior

Summary of Symposium

Students' presentation self-efficacy may be conceptualized as a mediator between lecturers' support behaviors during presentation trainings, students' emotions, and students' presentation performance (see e.g., van Ginkel et al., 2015). Empirical evidence, however, is sparse. In response, this symposium presents three papers which examined the interplay between these variables. The findings suggest that autonomy support (here: providing good course materials) and competence support (here: feedback) are conducive to presentation self-efficacy, which in turn, predicts performance and related physio-affective responses. Depending on the context, presentation performance may also be predicted by presentation competence, and emotional (enjoyment; boredom) or physiological responses (cortisol).

Name Convenor

Tobias Ringeisen

Lecturers' support behaviors and presentation self-efficacy in university students

Schickel, M.[1], Ringeisen, T.[1]
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Abstract ID

35-1

Submission type

Paper

Keywords

self-efficacy, presentation skills, scale validation, teaching behavior

Summary

By means of two studies, the presentation self-efficacy scale (SEPM-P) was validated in relation to teaching behaviors, namely autonomy support, competence support, and relatedness support. In study 1, factorial and construct validity of the SEPM-P were examined. 1528 university students completed the SEPM-P along with other self-report measures assessing their lecturers' teaching behaviors during courses which aimed at fostering presentation skills. A cross-sectional survey was realized as part of the regular course evaluation. Confirmatory factor analysis supported a one-factor model which may comprise either 6 or 8 self-efficacy items, depending on whether content expertise is relevant or not. Positive correlations between the SEPM-P and facets of autonomy support and competence support indicated sufficient construct validity. In study 2, criterion validity was determined by means of latent change score modeling. 158 students (Mage = 24.33, SD = 3.96; 61.4% females) took part in a university course to foster presentation skills and reported a significant increase in presentation self-efficacy over the course of the semester. The increase was positively related to autonomy support in terms of *providing good course materials* and competence support in terms of *feedback*. Across both studies, the SEPM-P showed high reliability, with McDonald´s omega > .85.

What predicts students' presentation performance? Boredom and competence (beliefs) during presentation trainings

Ringeisen, T.[1], Schickel, M.[1]
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Abstract ID

35-2

Submission type

Paper

Keywords

presentation competence, boredom, self-efficacy, presentation performance

Summary

Realizing a longitudinal design, we investigated how intensity and changes in learning-related boredom and self-perceived presentation competence increase are associated with presentation self-efficacy and presentation performance throughout a four-month presentation training. 158 university students (Mage = 24.40, SD = 4.04; 61% females) completed validated self-report measures assessing self-efficacy (t1 = course beginning), and competence increase and boredom (t2 = after course introduction; t3 = half-way; t4 = after course completion). Two lecturer's independently evaluated students' presentation performance using a standardized rubric at t4. Applying latent growth modeling, presentation competence increased steadily from t2 to t4 while boredom decreased. Greater boredom at t2 was related to smaller competence increase at t2, and to a flatter linear decline of boredom, which, in turn, was associated with increasing competence growth over time. High self-efficacy predicted a smaller competence increase at t2, which, in turn, was related to a smaller decline in boredom over time. Better presentation performance was predicted by higher self-efficacy, lower boredom and greater competence increase at t2, and a flatter decline of boredom. Our findings suggest reciprocal effects between intensity and change trajectories of boredom and competence increase, which contribute to better presentation performance, aside from high self-efficacy beliefs.

Performing during a presentation: The role of self-efficacy, enjoyment, and cortisol

Ringeisen1, T.[1], Klug, K.[2], Endale, W.[2], Schickel, M.[1], Rohrmann, S.[2]
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Abstract ID

35-3

Submission type

Paper

Keywords

presentation self-efficacy, salivary cortisol, enjoyment, presentation performance

Summary

This study investigated how levels of reported enjoyment and cortisol develop over the course of a presentation, and whether intensity and changes in these responses are associated with presentation self-efficacy and presentation performance. Based on the Trier Social Stress Test (TSST), 126 students (85 women) participated in a mock job interview during which they prepared and delivered a presentation. Self-efficacy was assessed before the TSST (t1). Enjoyment was measured before (t2) and after an instruction prior to the presentation (t3), and after the presentations (t4). Salivary cortisol samples were collected at t3 and t4, and after recovery (t5). All presentations were video-taped and rated by three blind raters with regard to dominance, competence, and expressed enjoyment. Greater self-efficacy predicted higher levels of reported enjoyment and lower cortisol concentration at t2. Over time, reported enjoyment decreased while cortisol concentrations increased. Regarding reported enjoyment, greater pre-instruction levels at t2 were related to a flatter decline, which, in turn, was associated with lower ratings for dominance and performance. Greater pre-instruction cortisol at t2 was associated with lower expressed enjoyment. High self-efficacy may reduce emotional and physiological stress responses during presentations, while intensity and changes of these responses may differentially affect presentation performance.

The Italian Multi-Faceted Test Anxiety Questionnaire (PAF-I): A validation study

Ringeisen, T.[1], Heckel, C.[2], Messerschmidt-Grandi, C.[3]
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Abstract ID

Submission type

Scheduled

Keywords

Summary

Test anxiety comprises three cognitive components (worry, interference, lack of confidence) and one bodily-affective facet (emotionality) (see e.g., Hoferichter et al., 2016). Existing measures for Italian students, however, are restricted to emotionality and worry. In response, the present study validated the Italian Test Anxiety Questionnaire (PAF-I) which simultaneously assesses all four test anxiety facets. Based on a sample of 746 Italian university students (Mage = 21.64, SD = 4.04, 42.8% male, 56.3% female), factorial, construct and criterion validity were examined. Confirmatory factor analysis corroborated the expected four-factor structure. Each subscale consists of five items yielding a total of 20 items. Reliability analyses substantiated favorable properties, with McDonald´s omega ranging from .78 to .86. Latent association patterns between the four anxiety facets and the five-factor personality model indicated adequate construct validity, both in terms of convergent (positive relations between neuroticism and all four anxiety facets; negative associations between conscientiousness and interference/lack of confidence) and discriminant validity (remaining associations were almost all non-significant). Lower interference scores were related to a better average grade, supporting criterion validity. The PAF-I may be used to assess the four dimensions of test anxiety simultaneously in a time-efficient fashion in Italian-speaking academic settings.

Autonomy-supportive instructions and motivational changes in psychology students

Hinnersmann, PH (Paul)[1], Dutke, SD (Stephan)[1]
[1]*University of Münster*

Abstract ID

37

Submission type

Paper

Keywords

autonomous motivation, autonomy-support, cognitive dissonance, motivational changes

Summary

In two studies, changes in psychology students' autonomous motivation during a learning task were investigated. Based on assumptions of cognitive dissonance theory and self-determination theory an increase of students' autonomous motivation was expected. In both studies psychology students ($N = 48$ and $N = 66$) read a scientific article from the field of educational psychology. Before, during and after reading students stated their reasons for reading the article and rated the importance of each reason. In Study 2, students were additionally instructed either in an autonomy-supportive or in a controlling style in order to test whether an increase in autonomous motivation depended on instructional style. Results of both studies showed that students' autonomous motivation increased in the course of reading the article. Study 2 showed that in the controlling style condition this increase could be ascribed to changes in students' importance ratings whereas, in the autonomy-supportive condition, it could be attributed to changes in students' importance ratings and changes in the reasons they stated. Furthermore, students instructed in an autonomy-supportive way expressed a higher interest in further dealing with the content of the article. The results indicate that psychology students might benefit motivationally from autonomy-supportive instructions.

Targeting Employability in the Psychology Curriculum: Contemporary Teaching and Learning Practices

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Abstract ID

38

Submission type

Round Table Discussion

Scheduled

Sinzendorfzaal, 26-09-2019, 09:00 - 10:30

Keywords

Employability, Active Learning, Curriculum, Career planning

Summary

Psychology is a versatile discipline that offers a broad preparation leading to multiple career paths within and outside the field. Indeed, in some countries as many as 80% of psychology graduates end up working outside psychology or in related fields. Additionally, the path towards becoming a psychologist in many countries is a long and indirect one. Such challenges suggest that the psychology curriculum needs to incorporate elements of employability in order to facilitate students' transitions from university to career. Participants with a special interest in employability are invited to attend this round table and will be encouraged to discuss topics such as (1) the role of psychology courses and programs in facilitating student's career preparation, (2) common misconceptions about the field among psychology students, (3) emerging trends and challenges relating to employability of psychology students and (4) important job-related skills. Participants will also be asked to share successful learning/teaching practices and thoughts, ideas, and resources about key modules that can be embedded within the psychology curriculum/course to facilitate career preparation, bridge the gap between academia and industry, and promote mindful career decision making.

How students use (psychology) lecture recordings: An approach to explore study strategies

Ebbert, D (Daniel)[1], Dutke, S (Stephan)[2]
[1]University of Münster
[2]University of Muenster

Abstract ID

39

Submission type

Paper

Scheduled

Bouillonzaal, 26-09-2019, 09:00 - 10:30

Keywords

lecture recording, lecture capture, approaches to learning, learning strategies

Summary

More and more universities offer their students access to video recordings of lectures. At the University of Münster, we evaluated the lecture recording service over three semesters in several faculties. A subset of this data was used for a cluster analysis (partitioning around medoids with Gower distance) with the goal of being able to describe distinct usage patterns. Five clusters of students were identified who differed on the amount of lecture recordings watched, the portions of lecture recordings watched completely or in parts, the portions of recordings watched once or multiple times, and the amount of live lectures the students missed. The five clusters were interpreted as representing different ways of utilizing lecture recordings. Students created various ways of using lecture recordings as an enrichment of lecture attendance or used lecture recordings as a means to reduce their live lecture attendance. Students in psychology lectures differed from other students in that the cluster of students who almost completely substituted the attendance in live lectures by watching the recordings was overrepresented compared to the overall cluster distribution. The clustering provides a basis for investigating the usage of lecture recordings in the context of different approaches to learning and learning strategies.

Learners' characteristics, test anxiety, learning efforts, and performance: Validating their structural relationships

Heckel, CH (Christian)[1], Messerschmidt-Grandi, C (Caterina)[2], Ringeisen, T (Tobias)[3]
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Abstract ID

40

Submission type

Paper

Scheduled

Sinzendorfzaal, 26-09-2019, 15:30 - 17:00

Keywords

control-value theory, test anxiety, learner characteristics, learning, university students, academic performance

Summary

Control-value theory (CVT) proposes a framework to examine the structure of the relationships between learners' characteristics, achievement emotions (here: test anxiety), learning behavior, and academic performance. Since research remains pending which confirms the proposed structure, the current study examined whether the four facets of test anxiety (emotionality, worry, interference, lack of confidence) serve as intervening variables between learners' characteristics (performance approach goals, assertiveness) and learning behavior (perseverance and diligence), which, in turn, should predict academic performance. Based on a sample of 746 Italian university students (57% female; M_{age} = 21.64, SD = 4.04), structural equation modeling largely supported the proposed structure of relationships. Learners' characteristics were differentially related with the four test anxiety facets: assertiveness was negatively associated with emotionality, interference, and lack of confidence; performance approach goals were negatively related to lack of confidence and positively to worry and emotionality. Lower levels of interference and lack of confidence, yet higher levels of worry, were associated with a greater use of perseverance and diligence, which in turn, predicted a better grade. Findings suggest that CVT provides a useful framework to explore the differential role of test anxiety facets between learners' characteristics and learning behavior, which may be beneficial for performance.

Conditions and criteria for assessing and rewarding teaching excellence

Gruber, MJG (Michael)
Department of Psychology, Umeå University, 92266, Umeå

Abstract ID

41

Submission type

Paper

Scheduled

Bouillonzaal, 27-09-2019, 09:00 - 10:30

Keywords

Teacher accreditation programs; professional development; teaching conditions; rewarding teachers; assessment criteria of teaching skills

Summary

An increasing number of universities reward teaching excellence as a means for professional development of teachers. Since specific criteria must be met in order to be rewarded, it is arguably important that teachers experience the corresponding teaching conditions needed to meet these criteria at their departments. This study was conducted at a Swedish university and investigates teachers' perceptions of the teaching conditions at their home department as defined by the four + three assessment criteria that have to be met for a teaching reward as either Merited or Excellent teacher. The seven criteria were operationalized into a 25-item survey that proved to have a very high item reliability. Thirty-six females and 28 males who had been rewarded either Merited or Excellent teacher participated. Conditions needed for becoming an Excellent teacher were assessed as less well satisfied compared to conditions related to becoming a Merited teacher and significantly so by women. Overall, teaching conditions were assessed as less well satisfied by women. Although large differences existed between faculties regarding the relative number of rewarded teachers at each faculty there were no obvious differences in teaching conditions. Ways to improve teaching conditions to further professional development of teachers will be discussed.

Electronic learning and assessment – Evaluation of a large scale application

Scheuchenpflug, R. (Rainer)[1], Hörnlein, A. (Alexander)[2]
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[2]Rechenzentrum, Universität Würzburg, Am Hubland, Geb. Z8, 97074, Würzburg

Abstract ID

43

Submission type

Poster

Scheduled

Poster Sessions 2 (10.30-11:00), 21-07-2016, 10:30 - 11:00

Keywords

electronic learning, blended learning, case-based learning, electronic exams

Summary

The University of Würzburg uses a system for case-based training and teaching which allows teachers to produce exercises and learning cases simply and efficiently. Started in 2007, the system (CaseTrain) is now used in 300 different courses by about 12000 students. Since 2010 the system also allows electronic testing on portable computers (BYOD) for the courses Statistics 1 and 2.

We report experiences from system development and evolution and present evaluation data for electronic exams in Statistics 1 (16 semesters, ca. 3000 participants), which show a clear correlation between the amount of training and exam results ($r=.64$), as well as a large student demand for training possibilities. If available, students invest up to 60 hours into training activities in addition to the required 90 hours of lecture and tutorials, but willingness to work through the exercises/cases strongly depends on perceived relevance. We discuss consequences for the design of e-learning systems and integration of exam content into courses.

Teaching Replication and Open Science

Brinkman, L. (Loek), De Jonge, M.O. (Mario)

Abstract ID

44

Submission type

Symposium

Scheduled

Luxembourgzaal, 26-09-2016 - 26-09-2019, 11:00 - 12:00

Keywords

Teaching Replication, Teaching Open Science, Good Research Practices

Summary of Symposium

One of the challenges educators in Psychology face today is preparing students to deal with issues related to open science and good research practices. In the present symposium, we report the results and recommendations from a project funded by the educational resources pool at Utrecht University aimed at exploring open science related educational activities in the Bachelor's program at the Faculty of Social Sciences. Secondly, we provide an elaborate example of how a replication assignment was successfully implemented in a course on Educational Psychology to teach students about open science and replication research.

Teaching Open Science to Undergraduates

Brinkman, L. (Loek)

Abstract ID

44-1

Submission type

Paper

Keywords

Teaching Open Science, Good Research practices, Replication research

Summary

Open Science and replication research are becoming more and more important for conducting scientific research. In the Netherlands, this is evident from calls to action by national research and governmental organizations (e.g., OCW, KNAW, NWO) as well as from calls to action at the level of individual universities. For instance, Utrecht University has explicitly stated ambitions concerning an open science program in its strategic plan 2016-2020. Since Open Science is to be the new norm, it is vital that we educate our students (the future generation of researchers) about good research practices and open science. We present the results from a project funded by the educational resources pool at Utrecht University in which we explored Open Science related educational activities in the Bachelor's program at the Faculty of Social Sciences. The aim of the project was to have a general idea about what is already being taught, and what opportunities there are for integrating open science in education. Furthermore, we aimed to provide a preliminary overview of academic skills associated with open science and good research practices. Such skills are essential to properly prepare our students to be competitive in a future generation of researchers.

Teaching Replication in an Educational Psychology Course

De Jonge, M.O. (Mario)

Abstract ID

44-2

Submission type

Paper

Keywords

Teaching Replication, Good Research Practices, Open Science

Summary

Independent replication of research findings is viewed as a cornerstone in science. However, analyzing the publication history of the top 100 journals in educational sciences, Makel and Plucker (2014) found that only 0.13% of all published articles were replications. Moreover, recent largescale collaborative replication efforts indicate that the replicability of published findings leaves much to be desired (e.g., Open Science Collaboration, 2015). Consequently, in recent years scientists have argued that we are in crisis and that something ought to change. One idea that has been forwarded in the literature (Frank & Saxe, 2012) is having undergraduate students perform replication research as part of their training in experimental methods. Replication research provides students with an excellent opportunity to learn about conducting scientific research, the importance of reporting standards, and the value of open science. In the present research assignment, small groups of students enrolled in an Educational Psychology course worked on a project in which they had to replicate selected findings from the literature. The replication research assignment provides an example of how replication research can be easily implemented within a Psychology course. Also, we will discuss the benefits, challenges, and lessons learned from the replication research assignment.

Abstract ID

44-3

Submission type

Paper

Summary

n/a

Psychology curricula for non-psychologists: Round table discussion of the framework proposed by the EFPA Board of Educational Affairs

Dutke, S (Stephan)
University of Münster

Abstract ID

45

Submission type

Round Table Discussion

Scheduled

Sinzendorfzaal, 27-09-2019, 09:00 - 10:30

Keywords

curriculum development, psychology for non-psychologists

Summary

Teaching psychology as a minor subject in non-psychology study programs may contribute to the scientific and professional competencies of the students as well as to the understanding of psychology in the public. The EFPA (European Federation of Psychologists' Associations) Board of Educational Affairs proposed a framework for developing psychology curricula for students of other disciplines than psychology (https://doi.org/10.1177/1475725718810929). Five suggestions for guiding curriculum development were proposed: Psychology curricula for non-psychology students should be (a) specific to the profession of the target group, (b) specific to the needs and (c) work processes of the target group, and (d) limited to the professional field of the target group. Curricula should (e) maintain the depth and multi-perspectivity required for understanding psychological phenomena. The authors (Stephan Dutke, Helen Bakker, Lenka Sokolová, Iva Stuchlikova. Sergio Salvatore, & Ioulia Papageorgi) invite all colleagues involved or interested in teaching psychology to non-psychology students to discuss the framework, its implications, advantages, and risks. We are especially interested in all aspects of practical applicability against the background of existing curricula or teaching concepts. The discussion will be structured by a short introduction and guiding questions.

Promoting competence orientation in distance learning – development and implementation of an ePortfolio in a community psychology course

Rohmann, A.[1], Piper, V.[1], Hüpeden, M.[1]
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Abstract ID

46

Submission type

Paper

Scheduled

Bouillonzaal, 26-09-2019, 09:00 - 10:30

Keywords

competence orientation, ePortfolio, distance learning, motivation, reflection, self-regulated learning

Summary

This project focuses on promoting competence-oriented learning in a community psychology course in a distance learning psychology master's program. We aim to strengthen the application of methods and the transfer of knowledge into practice through the use of electronic portfolios (ePortfolios). We facilitate the application of theoretical models in social contexts and therefore promote evidence-based community psychology practice. Simultaneously, students reflect about community psychology values (e.g. social justice, respect for diversity) and their own professional role. The assignments are related to students' current and potential future work environments in the field of community psychology and are developed with close reference to practical contexts. For example, we use an existing urban development project in a large city and create corresponding learning material. In small groups, the students analyze the material, set a goal, and plan an intervention and its evaluation. Through collaboration and the use of peer feedback, we seek to improve students' competencies in cooperation and communication. An additional feature of the ePortfolio is its blog function, which is used as a learning diary for students to reflect about their individual learning experiences and progress. The concept can be transferred to other courses with some adaptations in terms of content.

Promoting Teacher Competencies for Designing, Implementing, Evaluating and Adapting Interactive Formative Feedback-Strategies

Narciss, S. (Susanne)[1], Hammer, E. (Elsa)[2], Damnik, G. (Gregor)[2], Körndle, H. (Hermann)[2]
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Abstract ID

47

Submission type

Paper

Scheduled

Bouillonzaal, 26-09-2019, 09:00 - 10:30

Keywords

formative feedback strategies, assessment for learning, teacher education, microteaching

Summary

Formative feedback strategies are considered a core factor for effective learning and instruction (e.g., Hattie, 2009; Shute 2008). However, designing and implementing formative feedback strategies is a complex task that requires combining content knowledge with psychological and pedagogical knowledge on the conditions and effects of formative feedback strategies. Based on the Interactive Tutoring Feedback-model (ITF-model, e.g., Narciss, 2017) we developed a course concept combining (a) case-based reflections and elaboration of empirically based principles for the design of formative feedback strategies, (b) planning and designing formative feedback strategies for a typical oral or written student assignment, and (c) implementing, evaluating, and iteratively adapting this feedback strategy using microteaching sessions. The benefits and constraints of this course concept have been explored with several groups of teacher students. In summary, the students valued the mix of instructional and microteaching components very positively. Furthermore, a pilot study (N = 16) with a control group revealed that compared to participants of the control group, participants of the ITF-training course rated their knowledge gain higher, and had also a higher knowledge gain from pre- to post-test.

Meet the EFPA Board of Educational Affairs

Papageorgi, I (Ioulia)[1], Dutke, S (Stephan)[1], Bakker, H (Helen)[1], Stuchlikova, I (Iva)[1], Sokolova, L (Lenka)[1]
[1]EFPA Board of Educational Affairs

Abstract ID

49

Submission type

Round Table Discussion

Scheduled

Beelaerts van Bloklandzaal, 26-09-2016, 11:00 - 12:00

Keywords

EFPA, Board of Educational Affairs, psychology education, challenges

Summary

The Board of Educational Affairs (BEA) was founded at the EFPA General Assembly in 2011. Robert Roe (2011) in the description of the Board's task noted that "EFPA needs a permanent body ('Board') that will monitor and assess developments in the teaching of psychology, develop standards, and give advice on issues of concern to students and teachers. The focus shall be on the academic education of psychology at all levels (BA, MA, PhD, postgraduate), but the teaching of psychology to other professions and the general public shall also be included".

BEA is currently comprised of 16 members from various European countries, each representing an EFPA Member National Psychology Association.

The purpose of this event is to bring together colleagues interested in the academic education of psychology. We hope that an introduction to the work of the EFPA Board of Educational Affairs will serve as a point of departure for facilitating networking and the exchange of ideas about issues pertaining to contemporary psychology education at all levels, including current and future challenges.

Education and Competencies of a Bachelor's Degree in Psychology

Falzon, N (Nicola)[1], Dutke, S (Stephan)[1], Bakker, H (Helen)[1], Stuchlikova, I (Iva)[1], Papageorgi, I (Ioulia)[1]
[1]EFPA Board of Educational Affairs

Abstract ID

50

Submission type

Poster

Scheduled

Poster Sessions 3 (15.00-15.30)

Keywords

psychology education, competencies, skills, Bachelor degree, employability, psychological literacy

Summary

The European Federation of Psychologists' Associations (EFPA) Board of Educational Affairs is responsible to look into different matters regarding the education of psychology at all levels within Europe. Based on selective evidence, BEA members agree that the qualifications of psychology bachelors are undervalued "when it is solely perceived as the foundation training for professional psychologists" (minutes of the BEA meeting April 27, 2012). A bachelor degree in psychology may also be seen as substantially fostering psychological literacy of those who are going to continue with other studies or work in other professional fields.

BEA developed a survey focusing on the "Education & Qualification of a Bachelor's Degree in Psychology" in order to gather information regarding the Bachelors in Psychology (or variations) in different European countries and investigate standards in different countries, as well as employability following successful graduation. This poster will present findings from data collected from Psychology graduates in Europe in an effort to compile concrete psychology bachelors' competencies. BEA hopes to elucidate that an education in psychology does not only generate psychological professionals according to the EuroPsy framework, but also psychologically educated academics with competencies that are useful in diverse professional contexts beyond psychological core fields.

Synchrony: An Embodied Approach to Diversity

Frijns, T. (Tom)[1], Van der Weiden, A. (Anouk)[1]
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Abstract ID

51

Submission type

Workshop

Scheduled

Jacobzaal, 26-09-2019, 09:00 - 10:30

Keywords

synchrony, embodiment, diversity, international classroom, intercultural communication, cooperation, coordination

Summary

Both the international classroom and subsequent professional environments are prime examples of the increasingly diverse but cooperative settings of our globalizing world in which our students find themselves. In order to successfully wield the "double-edged sword" of diversity - reaping its many potential benefits while avoiding its equally manifold pitfalls - 21st Century skills of intercultural communication, cooperation and coordination are essential. In this workshop, we will present a training that we have developed using a novel, evidence-informed strategy that adopts an embodied approach to fostering intercultural competence among students. Specifically, we employ nonverbal synchrony – the interactional state of coordinated nonverbal behaviors between communicants - as a means of establishing an inclusive and cooperative classroom climate and enlarging students' 21st Century skillset and overall learning output in our international master Social, Health and Organisational Psychology at Utrecht University. We will explain the ideas behind the training, but also have participants take part in some of its exercises. These consist of embodied practices derived from psychomotor therapy, somatics and the Japanese martial art of aikido. By harnessing synchrony, we focus on what connects and binds us, not what separates us.

Raising pre-service teachers' awareness of their educational psychology misconceptions

Pieschl, S (Stephanie)[1], Budd, J (Janene)[2], Archer, J (Jennifer)[2]
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[2]*The University of Newcastle*

Abstract ID

52

Submission type

Paper

Scheduled

Bouillonzaal, 27-09-2019, 09:00 - 10:30

Keywords

misconception, preconception, knowledge, pre-service teacher, teacher education

Summary

If teachers harbour misconceptions about educational psychology content, their teaching might suffer. We tested the effectiveness of awareness activities during an university course for pre-service teachers (n = 119). In a 2x2 within-subject design, misconceptions were measured at the start and the end of the course (T1 vs. T2) regarding course content and topics not addressed in the course (course vs. control). To raise awareness, the correct answers were disclosed at T1 and T2; the correct answers were explained in detail throughout the *course*.

A dependent t-test shows significantly higher *performance gain / misconception drop* (T2 - T1) in the the *course* condition than in the *control* condition, t(118) = 12.642, p < .001. The *accuracy* of students' metacognitive judgments increased significantly from T1 to T2 and was significantly higher in the *course* than in the *control* condition. Importantly, the *accuracy of confidence judgements at T1* was significantly correlated with *performance gain* (rho = .318, p < .01).

Before the course, students harboured numerous misconceptions and were *overconfident*, especially regarding *course* topics. Our awareness activities increased their awareness of misconceptions and decreased their misconceptions, but did not eradicate misconceptions. Especially overconfident students might have ignored feedback and instruction.

Teaching and testing with data graphs using R-Shiny

Reimann, D (Daniel)[1], Gaschler, R (Robert)[1], Zhao, F (Fang)[1], Kubik, V (Veit)[2]
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Abstract ID

53

Submission type

Poster

Scheduled

Poster Sessions 3 (15.00-15.30)

Keywords

online learning, graph literacy, automated feedback

Summary

The goal is to try and discuss some of our web-based applications using R-Shiny in teaching. We'd like to get feedback on our project and identify potential for collaborations.

Literacy with respect to different formats of data graphs is an important educational goal as data graphs can be used to support communication and knowledge acquisition. Whether doing science, learning science, or just reading the news, we are frequently faced with graphical representations of crucial data. Today there are accessible tools to program web-based interactive data graphs to (1) teach different data graph formats and to (2) teach and test knowledge in different domains (such as learning and forgetting in cognitive psychology or fluctuations of energy market prices). The workshop will show how R-Shiny can be used to set up respective applications rather easily. Applications allow for efficient feedback in a free-recall format of self-testing.

Needs-based assessment of twice-exceptional gifted students: The S&W-Heuristic

Burger-Veltmeijer, A.E.J. (Agnes)[1], Minnaert, A.E.M.G. (Alexander)[2]
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Abstract ID

55

Submission type

Paper

Scheduled

Sinzendorfzaal, 26-09-2016 - 26-09-2019, 11:00 - 12:00

Keywords

twice-exceptional, needs-based assessment, Strengths & Weaknesses Heuristic, psycho-educational needs, giftedness, ASD, learning and developmental problems

Summary

Due to various causes, misdiagnoses and missed diagnoses occur rather frequently in gifted students with co-occurring learning- or developmental disorders. Moreover, psychologists may find it difficult to determine the psycho-educational needs of these so called Twice-Exceptional (2E) gifted students. Therefore, 2E-students often fall between two stools when it comes to appropriate education. In this presentation, we will demonstrate how the Strengths and Weakness Heuristic (S&W-Heuristic) can be of added value in case of assessments of 2E-students. This S&W-Heuristic was developed to assess students with (suspicion of) the co-occurrence of giftedness and autism in a needs-based way. Subsequently it was made applicable to students with (suspicion of) 2E in general. The S&W-Heuristic may help psychologist and educationalists to understand the contradictory psycho-educational needs of individual students with (suspicion of) 2E, and more systematically determine appropriate interventions. It may reveal hitherto camouflaged strengths or weaknesses in underachieving smart students. In this presentation the audience will be encouraged to reduce the problem of misdiagnoses by shifting their mindset from a classification-based to a dynamic, needs-based operational definition of 2E.

"Professor, You Talked Way Too Fast Today:" Formative Teaching Assessment by Student Peer Educators

Searight, HRS (Russell)
Lake Superior State University, 650 W. Easterday Ave, 49783, Sault Sainte Marie Michigan

Abstract ID

56

Submission type

Paper

Scheduled

Bouillonzaal, 27-09-2019, 09:00 - 10:30

Keywords

Assessment, Learners as Teachers, Scholarship of Teaching and Learning

Summary

The current emphasis on assessment in universities tends to be focused on achieving specific outcomes such as course objectives. While summative information is helpful, it often does not directly lead to improved classroom teaching. By obtaining ongoing feedback while a course is in progress, formative assessment can provide detailed information about discrete "micro-level" issues such as student engagement, the professor's choice of pedagogical techniques, and student-instructor rapport. This presentation describes an approach to formative course assessment with undergraduate student peer educators as evaluators. The peer educators, advanced students who provided review sessions and tutoring for a specific course, attended the class and completed daily written assessments focusing on the instructor's teaching style, course content, and student responsiveness. The peer educators found their role to be meaningful, beneficial and helped them further develop their metacognitive skills. From the instructor's perspective, the opportunity to receive highly specific feedback about the content covered in a particular class period, and the pedagogical techniques employed (e.g., case studies, video clips, questions designed to elicit discussion, quality of PowerPoint slides) was very helpful and led to course revisions.

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How to enhance Psychological Literacy in bachelor students? Examples from Utrecht University

Rahim, H.F. (Haza)[1], Stessen, L.E.R.M. (Lisanne)[1], Oosterwegel, A. (Annerieke)[1], Van der Snagt, M.J. (Maarten)[1], Te Brinke, L. (Lysanne)[1], Van Beek, Y. (Yolanda)[1], Van den Boomen, C. (Carlijn)[1], Junge, C.M.M. (Caroline)[1], Van Dijk, A. (Anouk)[1], Boom, J. (Jan)[1], Slot, E.M. (Esther)[1]
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Abstract ID

57

Submission type

Symposium

Scheduled

Beelaerts van Bloklandzaal, 26-09-2016, 15:30 - 17:00

Keywords

psychological literacy; societal involvement; voluntary work; internships; interdisciplinary perspective

Summary of Symposium

Psychological literacy refers to the application of psychological theory to everyday life. It requires students to reflect on what they learn and translate this information to the world around them (Hulme, 2014). In order to meet the needs of undergraduate students in psychology, and in order to trigger critical thinking and social awareness in our students, we took a number of initiatives to enhance Psychological Literacy in our students. In this symposium, we will present and discuss three of our more recent projects.

Hulme, J. (2014). Psychological literacy: From classroom to real world. *The Psychologist, 27*(12) 932-935.

Name Convenor

A. Oosterwegel

Name Discussant

J. Hulme

Enhancing Psychological Literacy through a course-transcending first year project

Rahim, H.F. (Haza)[1], Stessen, L.E.R.M. (Lisanne)[1], Oosterwegel, A. (Annerieke)[1], Van der Smagt, M.J. (Maarten)[1]

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Abstract ID

57-1

Submission type

Paper

Keywords

psychological literacy, contemporary societal issues, refugees, intervention, policy

Summary

Scientific psychology bachelor programs aim to educate students in the main psychological areas, as well as research and communication skills. At Utrecht University, most newly enrolled students have no clear future goals, and therefore the subject matter that is taught in their obligatory first year courses often appears trivial and distant.

We devised a course-transcending project in which all first-year students apply the psychological knowledge they obtain in five (out of eight) first-year courses to a contemporary societal issue (currently the influx of refugees into Europe and the Netherlands). In small groups, they come up with a specific problem definition, approached from a psychological domain of choice. They search literature, interview professionals, and write a policy report. In their policy report they argue and explain the societal problem scientifically and propose a potential intervention. They also present their work at a symposium for peers, teaching staff and societal stakeholders.

This project provides the students with insight into the role of the psychologist/academic in society and clarifies to how the psychological knowledge they learn relates to contemporary societal issues. In other words, it enhances their *psychological literacy* from the start of their academic career in all its facets.

Enhancing Psychological Literacy by embedding voluntary work in a structured course-context

Te Brinke, L. (Lysanne)[1], Van Beek, Y. (Yolanda)[1], Oosterwegel, A. (Annerieke)[1]
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Abstract ID

57-3

Submission type

Paper

Keywords

psychological literacy, voluntary work, internship, portfolio

Summary

A bachelor program in psychology tends to be highly academic and theoretical. Internships are not available until the master program. Students perceive little opportunity to try their insights and skills until the final year of their studies. Therefore, students who intend to become practicing psychologists sometimes wonder whether they will be fit for the job, and whether the job will really fit them.

Over the past two years, we have been developing a mini-internship for bachelor students in developmental psychology by framing voluntary activities as coursework. Starting with a pilot in 2017-2018, we made arrangements with a Dutch voluntary organization that accommodates and supports homeless families. A selection of our students works as volunteers with one of the families for the duration of a year. In return, the students receive supervision and feedback from the organization. We are currently in the process of extending the arrangements to other organizations.

The students in this program work on a portfolio, including eight assignments. Some focus on their professional skills, while the remaining invite them to perceive "their" family from a theoretical perspective. Psychological Literacy is enhanced by translating theory into practice, uncovering the psychological relevance of common actions such as baking cookies.

Enhancing Psychological Literacy through an interdisciplinary perspective

Van den Boomen, C. (Carlijn)[1], Junge, C.M.M. (Caroline)[1], Van Dijk, A. (Anouk)[1], Boom, J. (Jan)[1], Slot, E.M. (Esther)[1]
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Abstract ID

57-2

Submission type

Paper

Keywords

psychological literacy, interdisciplinary perspective, youth

Summary

Most societal problems are influenced by a range of factors: from synapse to society. These problems should therefore not be studied or solved by only one discipline. However, psychology students typically learn only one perspective: a psychological one. In order to increase their psychological literacy, whether in the role of researchers, health practitioners, or policy makers, students need to step away from their own discipline-based outlook and instead develop an integrated understanding of societal problems.

On behalf of the university-wide theme 'Dynamics of Youth' we provide an interdisciplinary course focusing on child development. Students practice identifying factors that influence a societal problem, such as substance abuse or increasing inequality, during lectures and seminars. In addition, they translate their psychological knowledge and jargon to collaborate with students from multiple disciplines, with whom they conduct an interdisciplinary literature review on a self-defined problem. Moreover, students continuously reflect on their interdisciplinary and literacy knowledge and skills.

Through this course, students gain the necessary skills for psychological literacy: they become aware of their role as psychologists in identifying and solving societal problems, learn about the benefits and limitations of their own field, and practice translating their knowledge to successfully collaborate with other disciplines.

Getting off to a good start in psychology: benefits and limitations of pre-tertiary education in psychology

Sokolová, L.[1], McGinty, A.[1], Williamson, M.[1]
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Abstract ID

58

Submission type

Round Table Discussion

Scheduled

Jacobzaal, 26-09-2019, 15:30 - 17:00

Keywords

pre-tertiary psychology education, psychology teachers, European Federation of Psychology Teachers' Associations

Summary

Psychology is taught as a secondary school subject in many European countries, in various types of schools and with diverse content. Psychology teachers believe that studying psychology at pre-tertiary level contributes to students' preparation for studying psychology and other disciplines at university. Pre-tertiary psychology helps students develop critical thinking skills, understanding of self and others, life skills, mental health and overall psychological literacy. It also has a potential to bridge social studies, STEM and personal development subjects. On the other hand, the teaching of psychology faces many obstacles: the subject often receives limited support with a shortage of qualified teachers. The European Federation of Psychology Teachers' Associations (EFPTA) was established in 2004 to support qualified pre-tertiary psychology education and psychology teachers' networking and professional development. The EFPTA board members invite colleagues interested in secondary school psychology and cooperation between schools and universities to discuss their experiences and expectations about pre-tertiary psychology education. The round table will start with a brief overview of EFPTA research and activities followed by a semi-structured discussion.

What can we learn about teachers' professional vision from eye-tracking data?

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Abstract ID

59

Submission type

Poster

Scheduled

Poster Sessions 3 (15.00-15.30)

Keywords

professional vision, teachers, eye-tracking, personality

Summary

Professional vision is considered to be one of the important parts of teachers' classroom management skills. It is advisable to train these skills both in pre-gradual and continuing teacher education. Current research in educational psychology helps understand how teachers develop their professional vision in the course of the practice and opens new training opportunities. The aim of this study is to summarize and discuss the results of the project VEGA 1/0409/17 "Teachers' personality and professional vision related to dealing with challenging situations in the classroom during the transition into service". We analysed personality profiles, eye-tracking data and verbal comments on four classroom situations from 106 pre-service and in-service teachers. The triangulation of these data revealed that the vision patterns differ not only across career levels, there are also differences related to the personality variables and the situational context. Based on our results, suggestions for teacher education and psychology courses for teachers are discussed.

Integrating intercultural competence in a first-year psychology program: implications for academic development and inclusion

Klavina, L. (Liga)[1], Otten, S (Sabine)[1]
[1]*University of Groningen, Grote Kruisstraat 2/1, 9712 TS, Groningen*

Abstract ID

60

Submission type

Paper

Scheduled

Bouillonzaal, 26-09-2019, 11:00 - 12:00

Keywords

intercultural competence, academic skills, metacognition, intercultural contact, diverse learning communities, inclusion, well-being, loneliness

Summary

Introducing intercultural competence (ICC) early in a curriculum may not only improve adjustment to diverse learning communities, but also contribute to academic development. A key element of development of ICC is cognitive complexity, an ability to shift perspectives. Perspective taking, integrating information and metacognition are aspects that students actively acquire in the early stages of their studies, suggesting that ICC could be an integral part of academic skills training. Several modules were developed to introduce ICC in the first-year psychology program at the University of Groningen accompanied by a research program to explore development and implications of ICC. First-year psychology students completed an assessment in the first and second semester in 2016/17, 2017/18 and 2018/19 academic years. The relationship between academic skills and ICC was consistently positive. This relationship was partially mediated by cultural metacognition. Further, ICC contributed to experience of inclusion, reduction in loneliness, and willingness to continue studies. The results of the research program suggest that ICC fits well in an academic skills training. An early intervention based on strengthening metacognitive skills may allow students to translate their emergent academic skills to successfully navigating intercultural contexts, making most of their diverse learning communities.

Theory in action: Applying ecological psychology in school-family relations

Zapri, D (Dimitra)
Greek Ministry of Education, Zurich

Abstract ID

61

Submission type

Paper

Scheduled

Bouillonzaal, 25-09-2019, 15:45 - 17:15

Keywords

early childhood, active learning, communication, parents, Gibson's affordances, Bronfenbrenner's mesosystem, school community

Summary

Psychological theory, when critically studied and deployed, may provide a powerful tool for school teachers, who are particularly challenged as first responders by various complex and difficult situations, especially in the absence of a psychology expert in the school community. This paper purports to explain specifically how key concepts of ecological psychology, such as Bronfenbrenner's mesosystem and Gibson's affordances, have been systematically implemented in Greek disadvantaged, multicultural and diasporic early childhood education settings, in order to establish consistent and flexible patterns of communication with pupils' parents. Those "significant others" form a highly heterogeneous part of the school community, which is inevitably open to misunderstandings or conflicts of interest, due to diverse life courses, socio-cultural backgrounds and nurturing practices. In this respect, the paper ultimately illustrates how school teachers, who consciously endorse their role as lifelong active learners themselves, may proactively support the development of healthy family-school relations, while substantialising their practices with empirical and theoretical evidence alike.

Survey of Teaching methods preferred and Learning strategies employed by undergraduate and graduate students of Psychology in Pune city

Deo ,, MISS UMA DEO , (Uma ,)

Abstract ID

62

Submission type

Poster

Scheduled

Poster Sessions 3 (15.00-15.30)

Keywords

Teaching methods, Learning strategies

Summary

Educational institutions offering higher education in psychology have a greater responsibility to create a skilled workforce that can effectively deal with the ever-increasing mental health issues of today's world. Thus, teaching methods employed by teachers and learning strategies employed by students play a significant role in shaping psychologists of tomorrow.

In India many educational institutions offer degrees in psychology as a major. Although ample studies have been conducted on effectiveness of teaching methods and learning strategies in general, there has been a lack of research in this regard in the field of psychology.

The main purpose behind this study was to know about teaching methods preferred and learning strategies employed by the college students pursuing psychology courses in Pune city.

A questionnaire addressing these abovementioned aspects was prepared by the researchers and administered to 64 graduate and 84 post graduate students of psychology studying in Pune city. The responses given by these students were separately analyzed. It was observed that overall *discussions and interactive teaching methods* were the two most preferred by the students and *mind mapping and application of concepts in daily life* were the two most frequently employed strategies by students of psychology for effective learning.

Fostering cognitive-linguistic development through interaction. What contributions do practical stages in a university seminar on psychology provide to teacher training?

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Abstract ID

63

Submission type

Paper

Scheduled

Bouillonzaal, 27-09-2019, 09:00 - 10:30

Keywords

developmental psychology, language development, teacher training, vocational skills, innovative teaching, interlocking theory and practice

Summary

Training studies suggest that knowledge of cognitive-linguistic developmental changes and the practice of language-fostering interactions go hand in hand with gains in children's linguistic competencies (Cash et al., 2015; Pianta et al., 2014). Little research has been conducted on the connections between developmental psychological knowledge and gains in professional skills (Lohse-Bossenz et al., 2015). The question arises as to how knowledge about cognitive-linguistic development and nurturing can be so conveyed that students can combine and reflect competencies in observing and shaping interactions that promote development with corresponding theoretical knowledge and thus initiate action competencies. Two variants of a seminar involving a theoretical phase at the university and a practical phase in a kindergarten or, alternatively, an in-depth elaboration of a hypothetical interaction with its subsequent reflection (control group) were realized. Evaluations of the pretest-posttest design (three measurement points) show that knowledge, beliefs and subjective implications of fostering language development changed significantly and positively in the practice group. The participants' knowledge of nurturing language skills improved after practice. Case vignettes indicate a growing ability to generate practical knowledge and apply theoretical knowledge. The comparison between the practice and control group regarding action competences will be part of the findings presented.

If you get it you can teach it!? How to foster pre-service teachers' teaching skills and understanding of learning

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Abstract ID

65

Submission type

Poster

Scheduled

Poster Sessions 3 (15.00-15.30)

Keywords

Teaching self-regulated learning, theory-practice transfer, self reflection skills, teachers as learning experts

Summary

Understanding learning processes and self-regulated learning to assess students' individual learning and support them accordingly is crucial for future teachers. Yet, common university learning settings scarcely provide the possibility of making the leap from understanding learning strategies to teaching them to students. Therefore, we implemented a psychology seminar to offer this theory-practice transfer and to gain insight into the relation between pre-service teachers' understanding and teaching of self-regulated learning. The poster introduces the didactical concept of the seminar in which participants are prepared for and closely mentored while offering four 60-minute training sessions on self-regulated learning to students from local schools. The sessions follow a detailed manual from which units can be chosen according to the students' needs. Throughout the process of preparing for and conducting the training sessions, the pre-service teachers take part in three group discussions and answer questions in a standardized diary focusing on the reflection of their teaching experience. First qualitative analyses indicate that pre-service teachers not only immensely value the practical experience as "strategy-coaches" and report higher self-confidence and self-efficacy expectations, but also seem to benefit for their own self-regulated learning. Further results will be presented and implications for university learning settings discussed.

Teaching Psychological Approaches to Religion and Spirituality: Implications for Psychological Literacy.

Rosenkranz, PM (Patrick)
Newcastle University, School of Psychology, NE1 7RU, Newcastle

Abstract ID

66

Submission type

Paper

Scheduled

Jacobzaal, 26-09-2019, 11:00 - 12:00

Keywords

Psychological Literacy, Psychology Learning and Teaching, Psychology of Religion and Spirituality, Cognitive Science of Religion

Summary

Religion and spirituality play a significant part in the lives of many. Within academic psychology, religious and spiritual beliefs, experiences and practices have been of interest since the foundation of the discipline, with seminal thinkers such as William James and Gordon Allport contributing significantly to the investigation of these phenomena. Today, the Psychology of Religion and related fields, like the Cognitive Science of Religion, generate vibrant research and valuable insights into human spiritual cognition, emotion and behaviour. However, most of the major psychology textbooks only give cursory coverage of religious and spiritual constructs and only a minority of undergraduate programmes in the UK cover these aspects of human experience in depth. In this talk, I will present reasons for integrating psychological approaches to religion and spirituality within the psychology curriculum. I will discuss different ways of designing lectures and modules as well as addressing tensions that may arise in teaching. Ultimately, I will argue that teaching psychological explanations of religion and spirituality can lead to deeper understanding of psychological theories and enhance students' development of psychological literacy.

Cultivating Psychological Literacy for Professional Development.

Rosenkranz, PM (Patrick)[1], Fielden, A (Amy)[1]
[1]*Newcastle University, School of Psychology, NE1 7RU, Newcastle*

Abstract ID

67

Submission type

Poster

Scheduled

Poster Sessions 4 (10.30-11:00), 27-09-2016, 10:30 - 11:00

Keywords

Psychological Literacy, Peer-Mentoring, Entrepreneurial Learning, Intercultural Competence, Critical Thinking, Employability, Professional Development

Summary

Psychological literacy as a framework of graduate attributes can aid in articulating how an undergraduate programme in psychology may meet the differing needs of its students. In order to prepare graduates for their chosen professional pathways, a programme needs to not only teach the core knowledge and skills of psychology, but also work with students on how this knowledge can be applied to life in the 21st century. This poster will describe how we have synthesised various stands of activity into three modules that are designed to address different aspects of psychological literacy development at appropriate stages in the curriculum. We aim to support students to apply their growing competence in psychology to their own studies (Year 1), their understanding of the principles of psychology (Year 2) and their professional development and employability (Year 3). Within these modules, students have the opportunity to develop skills such as critical thinking, intercultural competence and effective communication while also working on their professional development. Ultimately, the aim of these modules is to support students to discover the most appropriate and relevant application of the psychology degree for their own lives and then aid them in taking the right steps to realising these insights.

Do preservice teachers use evidence – or how might they?

Menz, C.M. (Cordelia), Spinath, B.S. (Birgit), Seifried, E.S. (Eva), Kiemer, K.K. (Katharina), Kollar, I.K. (Ingo), Lindblom, S.L. (Sari)

Abstract ID

68

Submission type

Symposium

Scheduled

Luxembourgzaal, 25-09-2019, 15:45 - 17:15

Keywords

preservice teachers, evidence, research utilisation

Summary of Symposium

Teachers are multipliers of knowledge and should therefore use scientific evidence to inform their practice. However, research indicates that (preservice) teachers often hold misconceptions and rarely solve pedagogical problems with the help of scientific evidence. Both of these aspects are addressed in the papers of this symposium, which will be discussed by Sari Lindblom. The symposium will bring together research on preservice teachers' misconceptions about topics from educational psychology (Paper 1) as well as preservice teachers' cognitive scripts for tackling classroom problems and their application (Paper 2). This symposium aims to enlarge our knowledge on efforts for evidence-based teacher education.

Name Convenor

Eva Seifried, Birgit Spinath

Name Discussant

Sari Lindblom

Where do preservice teachers' educational psychological misconceptions come from? The role of anecdotal evidence vs. empirical evidence

Menz, CM (Cordelia), Spinath, BS (Birgit), Seifried, ES (Eva)

Abstract ID

68-1

Submission type

Paper

Keywords

anecdotal evidence vs. empirical evidence, educational psychological misconceptions, preservice teachers, sources of misconceptions

Summary

(Preservice) teachers' educational psychological misconceptions can be a threat for education. Research indicates a high prevalence of some educational psychological misconceptions among (preservice) teachers. Because the number of investigated topics is limited, we analysed the prevalence of 14 educational psychological misconceptions. Additionally, knowing misconceptions' origin might be helpful to counteract them. Because anecdotal evidence is important for (preservice) teachers and personal experiences are among the main sources of misconceptions (e.g., Hargreaves, 2000; Taylor & Kowalski, 2004), we expected anecdotal evidence to be preservice teachers' predominant source of knowledge and misconceptions.

In an online survey with $N = 836$ preservice teachers, we found that educational psychological misconceptions were less prevalent than expected but that preservice teachers indeed mainly drew their knowledge and misconceptions from anecdotal evidence. Furthermore, sourcing more from anecdotal than empirical evidence was associated with unfavourable outcomes, namely, more misconceptions ($t(816) = 2.894$, $p < .05$, $d = 0.21$) and less reduction of misconception-endorsement through empirical refutation-style information (IE: $F(1,761) = 8.682$, $p < .001$, $d = 0.30$). Future research should investigate why preservice teachers concentrate on anecdotal evidence, how to make empirical evidence more tempting, and whether counteracting misconceptions through showing downfalls of anecdotal evidence is effective.

Preservice teachers' evidence-informed reasoning: what does it look like, what are its benefits and how can we foster it?

Kiemer, KK (Katharina), Kollar, IK (Ingo)

Abstract ID

68-2

Submission type

Paper

Keywords

preservice teachers, evidence-informed teaching, evidence-informed reasoning, theory application, cognitive scripts

Summary

Studies show teachers' inaptitude to address pedagogical problems by aid of scientific evidence. One reason might be teachers' insufficiently developed cognitive scripts for tackling classroom problems in an evidence-informed manner. We investigated: (1) preservice teachers' evidence-informed reasoning scripts, (2) to what extent they predict preservice teachers' application of scientific theories when conceptualising a classroom situation, and (3) if these evidence-informed reasoning scripts can be fostered by providing participants with an external script.

Participants were 336 preservice teachers, who wrote two case analyses of a written classroom situation. The first analysis was unguided, the second supported by an external script. We coded the evidence-informed reasoning script represented in the written analyses (ICC=.78-.90). Also, participants' case analyses were assessed with respect to the extent to which they included scientific theory (ICC=.89).

Results point at fragmented evidence-informed reasoning scripts in preservice teachers. Participants who possessed more highly developed scripts applied significantly more scientific theory in their analyses. Furthermore, the external script significantly supported the reasoning process, but not the application of scientific theory.

Our study investigated evidence-informed reasoning from two perspectives: process and content. This approach extends prior research and provides valuable insights. Furthermore, we positively evaluated external scripts as possible support measures.

Discussion (by Sari Lindblom)

Lindblom, SL (Sari)

Abstract ID

68-3

Submission type

Paper

Keywords

No keywords (--> discussion by Sari Lindblom)

Summary

No summary (--> discussion by Sari Lindblom)

Perceived stereotype threat in preservice teachers and its consequences: A comparison between Germany and Finland

Seifried, ES (Eva), Menz, CM (Cordelia), Spinath, BS (Birgit)

Abstract ID

69

Submission type

Paper

Scheduled

Jacobzaal, 26-09-2019, 11:00 - 12:00

Keywords

comparison between countries, educational psychology, preservice teachers, stereotype threat

Summary

Although university education aims for evidence-based thinking and acting in preservice teachers, research indicates that this does often not transfer to teachers' everyday thinking and behaviour (e.g., Hetmanek et al., 2015). Furthermore, a perceived threat of one's worldview can cause the rejection of scientific findings (Lewandowsky & Oberauer, 2016), and stereotype threat effects have been shown for German preservice teachers (Ihme & Möller, 2015). Because the teaching profession has a diverging reputation in different countries, we hypothesized German preservice teachers a) to perceive more stereotype threat than Finnish preservice teachers and that this would lead German preservice teachers b) to accept scientific findings from educational psychology to a lesser extent and c) to experience less study satisfaction. Further, we hypothesized that the differences in acceptance and study satisfaction would be mediated through perceived stereotype threat. In an online survey with $N = 1.141$ preservice teachers (nGermany = 836; nFinland = 305), we found results in accordance with these hypotheses. We conclude that preservice teachers in Germany not only perceive stereotype threat but that this might also explain unpleasant outcomes that stand in contrast to the goals of teacher education. We will discuss implications for practice and ideas for future research.

Measuring attitudes towards learning about statistics: Developing a new scale for intervention studies.

Bourne, V J (Victoria)[1], Nesbit, R J (Rachel)[1], Jayes, L T (Lewis)[1]
[1]Royal Holloway, University of London

Abstract ID

71

Submission type

Paper

Scheduled

Sinzendorfzaal, 26-09-2019, 15:30 - 17:00

Keywords

Statistics anxiety, attitudes towards learning, questionnaire development

Summary

Psychology is a popular subject for undergraduate studies in the UK, and statistics is compulsory for degrees accredited by the British Psychological Society. However, up to 80% of psychology undergraduates experience statistics anxiety (Onwuegbuzie & Wilson, 2003). Currently, the Statistics Anxiety Rating Scale (STARS; Cruise, Cash & Bolton, 1985) is the most widely used measure of statistics anxiety. However, it is not suitable in repeated measures studies, such as longitudinal or intervention studies. In this paper we will present a new measure of Attitudes Towards Learning About Statistics (ATLAS), with six distinct dimensions. ATLAS can be used in long form, or in two short forms for repeated measures designs. ATLAS was validated in around 300 psychology undergraduates from 93 different universities across the UK. Factor analysis confirmed six scales: assessment, interpreting statistics, help seeking, worth of statistics, statistics teachers, one's own numeracy. Internal consistency was good (or better) across all scales. External validity was confirmed through significant correlations, showing that more positive attitudes are significantly correlated with being more confident in maths, performing better in statistics assignments, and lower levels of trait anxiety. Additionally, all ATLAS scales were significantly correlated with statistics anxiety, as measured by STARS.

Volunteer Research Assistantship: An approach for research based teaching

Mavritsaki, EM (Eirini)[1], Fulford, LF (Lynn)[1], Lintern, ML (Maxine)[1], Cooper, SC (Sarah)[1], Philp, BP (Bruce)[1]
[1]*Birmingham City University, 4 Cardigan Street, B4 7BD, Birmingham*

Abstract ID

72

Submission type

Poster

Scheduled

Poster Sessions 4 (10.30-11:00), 27-09-2016, 10:30 - 11:00

Keywords

research based teaching, attainment , progression, practise based teaching

Summary

Latest evidence demonstrate the importance of research and practise based teaching on students' attainments and engagement (Kantar & Massouh, 2015; Mälkki & Alanne, 2017). Through research based teaching students learn to work independently and gain experience that is also valuable for their future career. The work presented here is a Volunteer Research Assistantship scheme that is organised in a way that allows students to be trained in a research project and then gives students the opportunity to work as research assistants in the project they are trained for. The training that students receive also prepares them for their undergraduate dissertation. We present outcomes of implementation of the scheme from the last 6 years. Results show that the scheme allowed students to increase their attainments considerably effecting both their dissertations mark as well as the overall mark.

REFERENCES

Kantar, L. D., & Massouh, A. (2015). Case-based learning: What traditional curricula fail to teach. *Nurse Education Today*, *35*(8), e8–e14. https://doi.org/10.1016/J.NEDT.2015.03.010

Mälkki, H., & Alanne, K. (2017). An overview of life cycle assessment (LCA) and research-based teaching in renewable and sustainable energy education. *Renewable and Sustainable Energy*

Factors that affect final degree performance

Birtill, P. (Pam), Harris, R. J. (Richard)[1], Coats, R. O. A. (Rachel)[1]

[1]School of Psychology, University of Leeds, School of Psychology, University of Leeds, LS2 9JT, Leeds

Abstract ID

73

Submission type

Poster

Scheduled

Poster Sessions 4 (10.30-11:00), 27-09-2016, 10:30 - 11:00

Keywords

psychology degree; attainment; year in industry; year abroad

Summary

We examined data spanning 2 years of intake into a Psychology department in the North of England, with a view to determining predictors of the final score attained.

We examined the predictive power of performance in exams taken at the end of schooling (GCE A levels, usually aged 18) on final grade average achievement. We also examined the effect of events during the course of the Psychology degree, including taking part in the study abroad programme, a sandwich year in industry, and the experience of mitigating circumstances.

Preliminary analysis suggests that overall performance during A levels is strongly predictive of the final grade achieved in a Psychology undergraduate degree. After controlling for A level performance, taking part in the study abroad, or the sandwich year in industry, improves the final grade achieved compared with those students who finish their degree in 3 years. However, mitigating circumstances in any year of study did not seem to have any impact on student attainment.

Further analysis will examine the effect of different types of mitigating circumstances, to examine specifically whether mental health issues have an impact on student attainment.

Stigma of mental health among students: Do psychology studies provide an advantage?

Markšaityt?, R.[1], Žardeckait?-Matulaitien?, K.[1], Endriulaitien?, A.[1], Tillman, D. R.[2], Hof, D. D.[2]
[1]Vytautas Magnus University
[2]University of Nebraska at Kearney

Abstract ID

74

Submission type

Poster

Scheduled

Poster Sessions 4 (10.30-11:00), 27-09-2016, 10:30 - 11:00

Keywords

Stigma of mental health, self-stigma of seeking help, stigmatizing emotions, causal attribution beliefs, psychology students

Summary

This study aimed to compare self-stigma of seeking help of psychology students with students from other than social studies and to evaluate its relation to cognitive and affective aspects of mental illness stigma. 657 students from first to six year of studies (432 psychology students; 135 males) participated in a cross-sectional survey. Students answered self-report questionnaire consisting of self-stigma of seeking help scale, 12 questions addressing causal attributions of mental illness, and 13 questions covering experience of fear, anger and sympathy toward mentally ill.

The results revealed that psychology students reported lower levels of self-stigma of seeking help compared to students from other than social studies; but there was no difference in stigmatizing emotions or beliefs about control, stability, and locus of causality of mental illness. Furthermore, self-stigma of seeking help of future psychologists didn't change with study years, and master students of other professions reported the increased unwillingness for seeking professional help compared to younger students. Regression analysis revealed that field of studies remained the strongest predictor of self-stigma of help seeking together with lower social desirability and higher stigmatizing anger to mentally ill.

Applying Learning Experience Design to Foster Student Motivation

Leoné, FTM (Frank)
Radboud University: Donders Institute for Brain, Cognition and Behavior, Montessorilaan 3, 6525 HR, Nijmegen

Abstract ID

75

Submission type

Workshop

Scheduled

Jacobzaal, 27-09-2019, 09:00 - 10:30

Keywords

Learning experience design, Motivation, Autonomy, Meaning, Competence, Relatedness, Gamification, Neuroscience, Academic & Professional Skills, Hands-on

Summary

Students are often hard to motivate by education, but easy to motivate by games and other experiences intrinsically designed to be motivating. Learning Experience Design attempts to integrate insights from disciplines as game design ("gamification"), motivational psychology, and neuroeducation into a directly applicable framework to design education to be a motivational experience. It focusses on creating meaningful experiences, with a clear challenge, and strong feelings of autonomy and connectedness. All these factors are backed up by concrete steps and potential actions one can take in the classroom, in assignments, and in the further design of courses and broadereducation. To facilitate discussion on the factors, and application in daily practice, the framework is translated into a canvas, which delineates the main building blocks of Learning Experience Design.

In this workshop, participants will get the background on the canvas, get examples from a first year Neuroscience and Academic and Professional Skills course and the associated material and experiences, and then use the canvas to think about and design their own education. The aim is for participants to leave the workshop full of inspiration, concrete ideas, and steps to implement them, all to motivate students to get the most out of our psychology education.

Teaching psychology in upper secondary school in Sweden - Back to the future in the light of 21th Century Skills

Blåvarg, E. C. (Ebba Christina)
Department of Education, Stockholm University, Stockholm, Sweden

Abstract ID

76

Submission type

Paper

Scheduled

Bouillonzaal, 25-09-2019, 15:45 - 17:15

Keywords

Psychology, psychological literacy, 21st century skills, upper secondary school, educational history, Sweden

Summary

This paper argues that the teaching of psychology, psychological knowledge and psychologial litearcy are important aspects of what is generally reffered to as 21th Century Skills. Psychology as a school subject in Sweden has been studied, with specific focus on the issue of preparing students for the future ahead. How did the subject of psychology aimed to prepare the 20th century student for the future and what does the subject in the 21th century offer with regards to 21th Century Skills? The content and aim of psychology in upper secondary school in Sweden will be discussed and problematized and a possible path for the subject in the future will be suggested.

Higher Levels of University and Discipline Identification Are Associated with Deep Learning Approaches and Better Psychological Outcomes.

Banas, KJ (Kasia)[1], Bottomley, E (Ewan)[1]
[1]University of Edinburgh, 7 George Square, EH8 9JZ, Edinburgh

Abstract ID

77

Submission type

Paper

Scheduled

Sinzendorfzaal, 26-09-2019, 15:30 - 17:00

Keywords

discipline identification, university identification, learning approaches, wellbeing,

Summary

Recent research has suggested that students' social identification with their discipline is associated with the adoption of positive learning approaches (Smyth et al., 2015). Specifically, identification with one's discipline is related to the adoption of a deeper learning approach, indicating a desire to immerse one's self in learning (Biggs, 1999; Smyth et al., 2015). This study examines the ways in which student identification is associated not only with learning approaches, but also psychological outcomes within a university context. In a sample of Edinburgh University 1st year undergraduate Psychology students (n=185), we investigated whether identification with either Edinburgh University or Psychology was associated with the adoption of specific learning approaches and more positive psychological outcomes. Our results revealed that identification with the University was significantly associated with the adoption of a deep learning approach, lower levels of burn-out and less depression. On the other hand, identification with Psychology was negatively correlated with a surface learning approach (attempting to complete the workload with minimum effort). Therefore, the current study suggests that higher levels of university and departmental identification may be beneficial for the adoption of deep learning approaches and psychological well-being.

The skillful psychology student: Two different ways to improve psychology major students' thinking and writing skills

Tulis, M.T. (Maria)[1], Jones, E.J. (Eva)[1], Flaig, M.F. (Maja)[2], Simonsmeier, B.S. (Bianca)[2], Peiffer, H.P. (Henrike)[2], Schneider, M.S. (Michael)[2]
[1]University of Salzburg, Department of Psychology
[2]University of Trier

Abstract ID

78

Submission type

Symposium

Scheduled

Beelaerts van Bloklandzaal, 21-07-2016, 09:00 - 10:30

Keywords

academic writing, peer-feedback, case-based teaching, critical thinking skills

Summary of Symposium

Scientific literacy and critical thinking skills are emphasized as central objectives for psychology major students. Academic writing with peer-feedback provides opportunities to increase such skills. Another way to improve critical thinking and transfer of psychological knowledge is case-based learning. In this symposium, we introduce two intervention approaches (academic writing with peer-feedback; an interlaced case-based teaching approach within the first two years of the Psychology bachelor's program). We present effects on cognitive (critical thinking, epistemic beliefs) and affective-motivational outcomes (enjoyment, academic self-concept). The session is structured to engage the audience in dialog and discussion on meaningful interventions to foster psychological competencies.

Name Convenor

Maria Tulis

A new case-based teaching approach to foster psychological thinking skills

Tulis, MT (Maria)[1], Jonas, EJ (Eva)[1]
[1]University of Salzburg, Department of Psychology

Abstract ID

78-1

Submission type

Paper

Keywords

case study, critical thinking, epistemic beliefs

Summary

One of the APA *Principles for Quality Undergraduate Education in Psychology* (2011, 2013) states that the psychology major should provide a broad foundational understanding of the field from the perspective of content areas. Furthermore, students should be able to use psychological concepts and theories to explain real-world problems. Guided by these goals, and by the intention of providing students with a holistic understanding of psychology as science with interlaced rather than detached sub-disciplines, we introduced a new didactic concept to the 2018/19 Bachelor's program. Integration across perspectives was incorporated into the curriculum by providing a text-based hypothetical case study ("Mrs. T.") throughout all introductory lectures. We present findings from the first two measurement points of a longitudinal study to evaluate our new approach. N=122 Psychology majors from an Austrian university completed an online questionnaire before and after the first term "Mrs. T." was introduced in three introductory courses (on average 6 times per course). Results indicated significant improvements in students' critical thinking skills ($d = 0.32$), and evaluativistic epistemic beliefs ($d = 0.50$). Multiplistic epistemic beliefs ($d = -0.24$) decreased within the first semester. Positive correlations between students' perceptions of the case and enjoyment speak for the new didactic approach.

Psychology Students' Self-Concept in Academic Writing Can be Improved by Peer-Feedback

Flaig, MF (Maja)[1], Simonsmeier, BS (Bianca)[1], Peiffer, HP (Henrike)[1], Schneider, MS (Michael)[1]
[1]University of Trier

Abstract ID

78-2

Submission type

Paper

Keywords

academic writing, peer-feedback, academic self-concept

Summary

Skills in academic writing are closely related to learning and achievement in higher education psychology programs. Improving these skills may not only foster achievement but also contribute to developing students' psychological competence, including their academic self-concept (ASC). However, until today there is virtually no study that examined the effects of academic writing interventions on ASC. The present study closes this gap by investigating the effects of a four week long structured web-based peer feedback intervention on ASC. N=49 Psychology majors from a German university took part in a randomized-controlled trial including a pre-and post-test as part of a seminar assignment. Each student acted as an author and a reviewer of an academic paper. Results indicated significant improvements in ASC for the domain of academic writing over time as compared to a control group. Furthermore, the causal effect of peer feedback compared to no feedback on ASC for academic writing was large with $d = 0.72$. The effect was domain specific, as the ASCs for the sub-domains statistics and language remained unchanged by the intervention. Overall, the results revealed that peer feedback is an effective method to enhance psychology students' ASC in the domain of academic writing.

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Only 2 contributions (60 min. Symposium), XY

Abstract ID

78-3

Submission type

Paper

Keywords

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Summary

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Teaching psychological literacy in introductory psychology: the perspective based approach

Geiss, P. G. (Paul)
Department of Philosophy, University of Vienna, Universitätsstraße 7, A-1010, Vienna

Abstract ID

80

Submission type

Paper

Scheduled

Sinzendorfzaal, 25-09-2019, 15:45 - 17:15

Keywords

introductory psychology, psychological literacy, psychology education, perspective based approach, pre-tertiary education, higher education

Summary

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 et. al. (2010) 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. Recently a more subject specific understanding of psychological literacy as overall teaching goal of introductory psychology has been proposed (Geiss 2019) and alternative ways to arrange course materials were indicated: the integrative (Nolting 2018) and the perspective based approach (Glassman 2009).

This paper focuses on the perspective based approach of teaching psychology. It aims at describing how introductory psychology could be arranged for depth rather than breath *and give a more consistent view on psychology as a whole field by selecting course materials along five or six major theoretical perspectives (Medcof & Roth, 1979; Tavris & Wades, 1995; Sämmer 1999, Fernald, 2008). Referring to the question "*What should an educated citizen know about psychology?", this approach is also highly suitable for pre-tertiary psychology education and was both promoted in British and German six form colleges and grammar schools to promote psychological literacy.

The impact of demographic in course perception factors on student empowerment to engage in college courses among ethnicallly diverse students

Holland, SCH (Shemiyah)[1], Easley, ME (Monique)[2], Scott, DMS (Darla)[3]
[1]Bowie State University, 25 Promise Lane, 20736, Owings
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Abstract ID

81

Submission type

Poster

Scheduled

Poster Sessions 4 (10.30-11:00), 27-09-2016, 10:30 - 11:00

Keywords

Empowerment, culture, college student, engagement, relationships

Summary

Across the world, students' experience less supportive teacher-student relationships, a loss of autonomy, interaction, and an increase in teacher control as they matriculate through their schooling (The Conversation, 2018). As education is often the tool used to determine whether a person is knowledgeable, it is imperative to ensure that students from marginalized groups feel empowered to achieve academically. Student empowerment in the classroom is a social justice problem because of inclusion, diversity, and equity. The purpose of this study is to determine what demographic and instructional factors contribute to feelings of student empowerment in higher education. This empirical research utilizes an online survey for university students in the United States (N=50) to collect demographic, instructional, and student empowerment data. The researchers anticipate that race/ethnicity, socioeconomic status, and parenting style are factors that will influence feelings of student empowerment in the classroom. Understanding the impact of these factors will aid in developing classroom experiences that empower all students, especially students of diverse backgrounds. Worldwide classroom environments are important in helping students to collaborate and communicate with diverse cultures. This investigation benefits school psychologists by providing them with information on best practices to empower diverse students in the classroom across the world.

Psychological 'Bildung'

Fraissl (David)
University of Vienna / Department of philosophy, Universitätsstraße 7, 1010, Vienna

Abstract ID

82

Submission type

Poster

Scheduled

Poster Sessions 4 (10.30-11:00), 27-09-2016, 10:30 - 11:00

Keywords

Psychological 'Bildung', psychological literacy, psychological education, teaching of psychology, didactics of psychology, autonomy

Summary

Didactics of psychology is in its academic infancy. The situation was improved with the monography by Paul Geiß (2016), in which the author focuses on competence-oriented teaching of psychology in secondary education. What is still missing is a general model of psychological 'Bildung' that offers psychology didactics a broader normative orientation. Although Hans-Peter Nolting (2014) presented a draft of psychological general education, in German-speaking countries it remains undetermined what psychological 'Bildung' can and should be. My upcoming dissertation is an attempt to fill this research gap.

The current debate in the English-speaking world about psychological literacy suggests two key aspects: understanding psychological concepts and their application to personal, social and organizational problems (Murdoch 2016). To provide a differentiation between psychotechnical influence and psychological 'Bildung', it is necessary to provide normative guiding ideas of teaching psychology. For this purpose, philosophical arguments are used, because psychology as an empirical science alone is unable to give normative statements. The normative guiding ideas of psychological 'Bildung' are autonomy and perspectivity.

The result will be an interdisciplinary model of psychological 'Bildung' consisting of philosophical, psychological and educational terms, which can serve as an orientation for the concrete design of autonomy- and perspective-oriented didactics of psychology.

Using the cognitive apprenticeship model to develop a new undergraduate curriculum

Tsivilis, D[1], Bennett, K[1], Almond, L[1], Harrold, J[1]
[1]University of Liverpool, School of Psychology, Bedford Street South, L69 7ZA, Liverpool

Abstract ID

83

Submission type

Poster

Keywords

Authentic assessments, Active learning, Research connected teaching, Cognitive Apprenticeship model

Summary

The University of Liverpool has recently developed of a new, innovative, truly research-connected curriculum. The philosophy behind our curriculum is the cognitive apprentice model where students learn from experts through active learning. Designed to meet the needs of a large student cohort, the programme is taught using large group lectures and smaller group seminars, practical laboratory and tutorial sessions complemented by a suite of online learning opportunities. Emphasis is placed on the introduction of 'authentic' assessments, which allow students to practise tasks more closely aligned to future employment, and increased provision of constructive feedback. Our new curriculum has been designed to have both horizontal and vertical alignments, with employability embedded throughout.

The Utrecht Roadmap for Teaching Innovation and Scholarship: a tool for designing a SoTL-project

Meijerman, I. (Irma)[1], Kirschner, F. (Femke)
[1]Center of Academic Teaching, Utrecht University

Abstract ID

84

Submission type

Workshop

Scheduled

Luxembourgzaal, 26-09-2019, 15:30 - 17:00

Keywords

SoTL

Summary

Starting a scholarly teaching inquiry (SoTL) project for the first time can be a real challenge and can raise many questions. The Utrecht Roadmap for Teaching Innovation and Scholarship was designed integrating the principles of SoTL with an instructional design model, the so-called 'CIMO' logic method. The roadmap shows in a very systematic manner the different steps that you have to take to design and execute your own SoTL-project. When you are already actively engaged in SoTL, the roadmap can be a useful tool to help and guide other teachers with their SoTL-work. In this workshop we will present the roadmap by introducing the first steps and providing information about tips, tricks and pitfalls. Furthermore, you will be working with the roadmap and discuss your first ideas about a SoTL-project with the other participants.

A SOTL approach to teaching and learning

Van Beek, Y. (Yolanda), Poorthuis, M.G. (Astrid), Van Dijk, A. (Anouk), Paul, P.H. (Hinnersman), Dutke, S. (Stephan)

Abstract ID

85

Submission type

Symposium

Scheduled

Beelaerts van Bloklandzaal, 26-09-2019, 09:00 - 10:30

Keywords

SOTL

Summary of Symposium

The present symposium brings together studies that investigate the effect of several active teaching methods that aim to improve student's learning. These teaching methods are tailored to specific problems that students encountered in previous years.

Name Convenor

Y. van Beek

Name Discussant

Sari Lindblom

Do challenging applied group assignments help students to better understand the link between psychological theory and clinical practice?

Van Beek, Y. (Yolanda), , , ,

Abstract ID

85-1

Submission type

Paper

Keywords

psychological theory and clinical practice

Summary

In previous years students in the course Developmental Psychopathology were often not able to provide adequate answers to open questions in which they had to apply theoretical knowledge to realistic clinical issues. Therefore, a new teaching method was chosen to improve students' (N=82) understanding.

For two lectures a flipped classroom approach was used, where students had to study a chapter prior to the lecture. They also had to individually make and submit a challenging assignment prior to the lecture, where they had to apply the theory to a realistic clinical case. After the lectures, students had to work on the assignments again in groups of 4-5. Half of the students did assignment 1, the other half assignment 2. Furthermore, 4 assignments were provided belonging to other lectures, but without the flipped classroom approach. The small groups also had to submit an answer to 1 of these assignments.

The exam consisted of 4 open questions: one like assignment 2 of the flipped classroom lectures (but now applied to another disorder), two were (partly) like the assignments without the flipped classroom approach and the last question belonged to a lecture without assignment.

Online study-aids to stimulate effective learning

Poorthuis, M.G. (Astrid), Van Dijk, A, (Anouk)

Abstract ID

85-2

Submission type

Paper

Keywords

Online study-aids to stimulate effective learning

Summary

Psychology students are responsible for regulating their own learning process. However, many students use ineffective strategies resulting in suboptimal learning (Dunlosky, Rawson, Marsh, Nathan, & Willingham, 2013). Students' learning is optimized if they spread their study activities over the semester (distributed practice) and frequently test their knowledge (and gaps) using practice tests (Dunlosky, et al., 2013).

We aimed to stimulate students' use of effective learning strategies in a course on psychological assessment in youth. We developed five online study-aids using the digital assessment tool Remindo. Each study-aid consisted of closed questions in several stimulating formats (e.g., matching terms and definitions or filling out a table). Using these, students (n=94) could test their knowledge, insight, and integration of the content to be learned in that particular week (e.g., intelligence testing). Students received immediate automated feedback. Each study-aid was online one week only, to stimulate students to spread their learning over the semester. Participation was voluntary. When students completed at least four study-aids, they earned bonus points for each study-aid completed with at least 70% correct responses. We will present the evaluation of these study-aids, reporting students' participation levels, their satisfaction, and whether their learning outcomes improved (compared to the previous cohort).

Autonomy-supportive instructions and motivational changes in psychology students

Hinnersman, P.H., Dutke, S.

Abstract ID

85-3

Submission type

Paper

Keywords

autonomous motivation, autonomy-support, cognitive dissonance, motivational changes

Summary

In two studies, changes in psychology students' autonomous motivation during a learning task were investigated. Based on assumptions of cognitive dissonance theory and self-determination theory an increase of students' autonomous motivation was expected. In both studies psychology students (N = 48 and N = 66) read a scientific article from the field of educational psychology. Before, during and after reading students stated their reasons for reading the article and rated the importance of each reason. In Study 2, students were additionally instructed either in an autonomy-supportive or in a controlling style in order to test whether an increase in autonomous motivation depended on instructional style. Results of both studies showed that students' autonomous motivation increased in the course of reading the article. Study 2 showed that in the controlling style condition this increase could be ascribed to changes in students' importance ratings whereas, in the autonomy-supportive condition, it could be attributed to changes in students' importance ratings and changes in the reasons they stated. Furthermore, students instructed in an autonomy-supportive way expressed a higher interest in further dealing with the content of the article. The results indicate that psychology students might benefit motivationally from autonomy-supportive instructions.