

European Society of Psychology Learning and Teaching



ESPLAT

Newsletter #5 – September 2022

A Message from the President

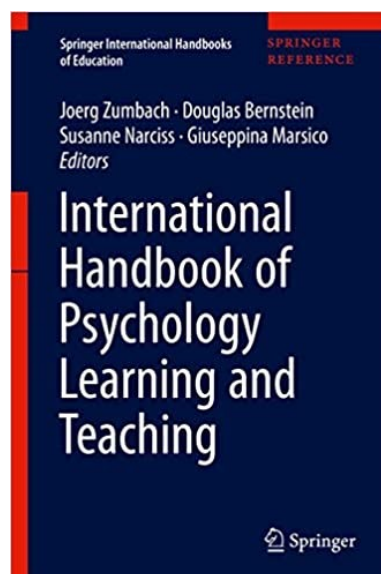
Dear Members

The fifth ESPLAT-newsletter appears just a year after our inspiring ESPLAT-conference in Heidelberg. There was a longer break among the newsletters this year, because several of the EC-members have been very busy with time-consuming evaluations of study programs or big research consortia. Additionally, I have been leading the organization of the 17th International Conference on Motivation which included this year a Joint Day for the members of the EARLI SIGs 8 and 16. It was a huge delight to welcome around 180 researchers from all over the world in Dresden after four years of an organizational roller-coaster. The scientific program has been very inspiring, and I am very glad that our mix of face-to-face, online, and hybrid conference sessions worked out amazingly well, so that around 80 online participants could also attend the rich scientific program. The abstracts can be accessed through: <https://sig8meetssig16-dresden.de/scientific-program/>

These experiences will be very valuable for the organization of our ESPLAT-conference in Umeå June, 14 until 16, 2023 (for more information see Michael Gruber's section on the conference).

The International Handbook of Psychology Learning and Teaching, edited by several ESPLAT-members (Jörg Zumbach, Douglas Bernstein, Susanne Narciss, and Pina Marsico) is currently finalized and will be soon on the market.

This reference work for psychology learning and teaching takes a multi-faceted approach and includes national, international, and intercultural perspectives. If you are interested in the basics of how and what to teach, in training psychology teachers, in taking steps to improve your own teaching, or in planning or implementing research on psychology learning and teaching, this handbook will provide an excellent place to start. You may find most of the chapters online via <https://link.springer.com/reference-work/10.1007/978-3-030-26248-8>



In times of several crises (global pandemic, war in Ukraine, global warming), teaching and learning imposes huge challenges to teachers and students. Inspired by a CALL of the European Federation of Psychology Associations (EFPA - <https://efpa.magzmaker.com>), the Executive Committee has met several times in spring to discuss what kind of support we could provide to our ESPLAT-members. We decided to start a collection of resources addressing issue of teaching in times of crisis. You may find the current state of this collection on our web-site: www.esplat.org

I would love to also remind you that our Website provides a discussion forum as well as a blog section: <https://www.esplat.org/blog>

I wish you all a good start into an inspiring and productive academic year 2022/23

Susanne Narciss

Sharing thoughts and sparking discussion

Teaching in times of crisis:

War, pandemic and climate crises are affecting psychology students and teachers and can have an impact on teaching content, form and goals. What are your current thoughts on teaching in times of crisis or potential positive examples you want to direct our attention to?



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Susanne Narciss: Times of multiple crises can lead to diverse disruptive experiences and several dilemmas for teachers and learners. For example, how to deal with the need of (health) safety and security, while striving for educational, social and cultural experiences that satisfy the need for social relatedness. Or how to deal with the need of being well informed and sharing and communicating important information, while at the same maintain a certain level of wellbeing by protecting oneself and one's students to spend too much time with the many awful news, the multiple crises offer us currently. Dealing with these dilemmas requires to carefully planning both the interactions that facilitate learning, as well as those that facilitate communication about students' thoughts, feelings and experiences related to the crisis. I am very grateful for each moment in which my students and I communicate with one another, see one another, reflect our perspectives, and learn from one another.

Pina Marsico: The extended consequences of the pandemic have brought to the fore several themes that psychology will deal with in the future, when global crises are likely to occur. The COVID-19 leaves us with unanswered questions related to the consequences of the pandemic on psychology students and teachers worldwide. We have seen two different approaches to the pandemic in relation to education.

The first approach emphasizes how pre-existing vulnerabilities have been exacerbated. The second approach considers the crisis as an opportunity to build back better. From this perspective, we are urged to rethink education in more equitable ways and to be better prepared to the possible new global crises we are going to face.

www.esplat.org
discussion forum

Executive Committee 2021-2023



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Susanne Narciss



Vice-President
Pina Marsico



Conference Organiser
Michael Gruber



Secretary Treasurer
Paul Wilson



Secretary General
Robert Gaschler



Student Representative
Abigail Jones

Sharing thoughts and sparking discussion

Teaching in times of crisis



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Paul Wilson: Psychology graduates have a lot to offer the world in bring psychological knowledge and perspectives to contemporary global problems, nicely summarised in the UN's Sustainable Development Goals. We often assume that most students of Psychology undergrad programmes wish to enter the practitioner domains of the profession, but my conversations with students exploring their career ambitions have revealed that that a sizeable majority simply want to make the world a better place. As academics and mentors, I believe we should foster these admirable aspirations, and while encouraging students to consider the practice domains, we should also help our students consider the many career pathways outside of the practice domains. Psychology graduates have great potential to widen the reach and impact Psychology can have in society, helping to address global problems and resolve crises. One thing the world really needs right now is more psychologists and more wide-spread psychological literacy. It is so encouraging to see psychology students engage with wider societal problems in the classroom, discussing sustainability, conflict, economic downturns and the pandemic; moving from

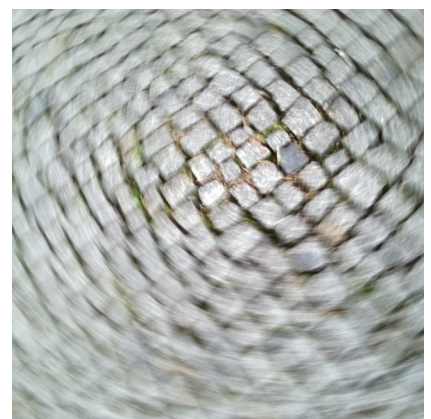
theory and models to consideration of application and impact. I for one am hopeful and encouraged by the resilience and dedication of our students currently making their way through our education systems.

Abigail Jones: Learning for students in times of crises has emphasised how adaptable they truly are. With predominantly online teaching (Covid-19) to now using flipped-classroom practices student have adapted and continued to succeed in their modules. L4 psychology students' at BCU have thrived with flipped classroom teaching of research methods and statistics. Allowing development of practical skills in class, while also building confidence.

Robert Gaschler: Discussing upcoming exams and theses, I often learn that students take on these challenges in addition to supposedly larger challenges such as severe illness and they support each other in doing so. It is great if teaching can provide enough flexibility to study despite adversities. Recent experiences are on shared rather than personal crisis. They call for making study material more accessible for students displaced by war. Managing to use time for studying was positive

experience about the pandemic. Most of our students are working. In the pandemic many could use the freed time to speed up and intensify their studies.

Michael Gruber: The last years crises with climate change, displacement, the pandemic and now a war in the close proximity has shown me that our students are very affected by and engaged in these matters. They are asking important questions and they want to understand. Students also want to contribute and help being a part in possible solutions to the challenges the present and future imposes on us. With this in mind it is clear to me that we should do our best to offer an education where we and our students can develop skills and the understanding necessary to confront these challenges. I hope to see psychological educations with an increased crisis awareness.



Literature and web-resources

War and violent conflict



Some examples of what the literature offers on war and violent conflict as a topic in teaching of psychology are briefly reviewed here to help initiate discussion and material collection in the forum of our web page.

Relate current events to topics covered

Huston and Michelle DiPietro (2007) document that students report being irritated when teachers go on with class without mentioning the event. Rather, teaching on the day something terrible happened, diverse spontaneous actions seemed welcome.

Gurstelle et al. (2004) as well as Nelson and Christie (1995) provide brief hints (usually one paragraph per issue) how current events/permanent threats of war/terrorism can be related to different domains in psychology programs such as: Biological bases of behavior, Consciousness, Developmental Psychology, Learning, Methods/Statistics, Motivation/Emotion, Perception/Cognition, Personality, Psychopathology, Social Psychology. While Gurstelle et al. focus on the issue that events have to be handled in class, Nelson and Christie also deal with affecting values and acquiring (conflict resolution) competencies in class.



Dedicated courses covering backgrounds and action orientation

Linda Woolf (Howe, 2004) underlines that it is << always important to provide students with the tools for positive action. These courses can be depressing if not balanced with knowledge and skills aimed at prevention as well as active participation in activities to make the world a better place. >>

Farrell and Taylor (2017) provide checklists on steps/points to plan and make explicit in a class on trauma. They list of verbal responses to common incidents in such a classes. They cover grounding techniques to apply when closing trauma psychology teaching sessions.

Some web resources

Linda Woolf:

<http://faculty.webster.edu/woolfm/>

Council of Europe, Education in Times of Crisis:

<https://www.coe.int/en/web/education/education-in-time-of-crisis>

Vanderbilt Center for Teaching on Teaching in Times of Crisis:

<https://cft.vanderbilt.edu/guides-sub-pages/crisis/>

Division 48 of APA, Society for the Study of Peace, Conflict

lence: Peace Psychology L

<http://peacepsychology.org/re-s-university-teaching>

Please contribute your favorite literature and resources to form an ESPLAT annotated collection www.esplat.org discussion forum

Farrell, D., & Taylor, C. (2017). The teaching and learning of psychological trauma—A moral dilemma. *Psychology Teaching Review*, 23(1), 63–70.

Gurstelle, E. B., Heinzen, T. E., Makarec, K., De Oliveira, J. L., Holle, C., & Campbell, E. M. (2004). Helping students in Introductory Psychology process terrorist attacks. *Psychology Learning & Teaching*, 3(1), 40–47. <https://doi.org/10.2304/plat.2003.3.1.40>

Howe, T. R. (2004). Lessons Learned from Political Violence and Genocide in Teaching a Psychology of Peace: An Interview with Linda Woolf. *Teaching of Psychology*, 31(2), 149–153. https://doi.org/10.1207/s15328023top3102_10

Huston, Therese A., & DiPietro, Michele. (2007). In the eye of the storm: Students perceptions of helpful faculty actions following a collective tragedy. In D. R. Robertson & L. B. Nilson (Eds.) *To Improve the Academy: Vol 25. Resources for faculty, instructional, and organizational development*. Bolton, MA: Anker. Pp. 207-224.

Nelson, L. L., & Christie, D. J. (1995). Peace in the psychology curriculum: Moving from assimilation to accommodation. *Peace and Conflict: Journal of Peace Psychology*, 1(2), 161–178. https://doi.org/10.1207/s15327949pac0102_5



ESPLAT CONFERENCE 2023

Learning and Teaching Psychology in a Changing World
14th – 16th of June 2023, Umeå, Sweden



Conference organizer Michael Gruber welcomes you to the fourth ESPLAT conference, taking place in Umeå, Sweden. The Department of psychology is honoured to host the conference, looking forward to exciting and stimulating days on psychology teaching and learning. Keynote speakers include Prof. Dr. Robert J. Sternberg.

A call for symposia, roundtables and talks will soon be distributed. As shown in this short video https://play.umu.se/media/t/0_90glunhc Umeå just before midsummer is an ideal place to come together to jointly shape the future of psychology teaching and learning.



7 Programmes



More than
650
enrolled students



120
Single subject courses



About
80
employees



7 Profile areas

PROFILE AREAS OF THE DEPARTMENT

- Clinical Psychology
- Development across the lifespan
- Cognition
- Sport, physical activity, and health psychology
- Health and Environment
- Brain, gene and environment interactions
- Work, organisation, and society



UMEÅ UNIVERSITY