

**Special Issue in *Psychology Learning and Teaching (PLAT)*:
Centering Psychological Literacy in Undergraduate Psychology Education
Internationally**

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Psychological literacy is increasingly a model for undergraduate psychology education. Cranney and colleagues (2022a, p.3) define *psychological literacy* as the “intentional values-driven application of psychology to achieve personal, professional, and community goals.” Psychology education, particularly with an emphasis on psychological literacy and the empowerment of students to collaboratively apply psychological science to solve societal issues, might be seen as the new 'liberal arts and sciences' program (McGovern et al., 2010) that future-proofs not only psychology graduate jobs, but our local, national, and global societies. Indeed, the pandemic has highlighted both the importance of connectedness and the existence of social inequities.

In 2016, a global collaboration resulted in the successful outcome of international consensus regarding graduate professional psychology competencies (International Association of Applied Psychology, 2016). There is currently underway a parallel process at the undergraduate level, the *International Collaboration on Undergraduate Psychology Outcomes* (ICUPO), a project in which all of the guest editors are involved. The ICUPO is conducting its work at the same time that the United Nations 2030 Agenda for Sustainable Development (<https://sdgs.un.org/2030agenda>) highlights the importance of applying the knowledge and skills that a psychology education imparts. As such, we see the importance of a larger dialog on how psychological literacy, and related concepts, could drive learning outcomes internationally.

In line with these ideas, we are soliciting manuscripts that relate to the above topics, including (a) curricula and assessments based on psychological literacy, global citizenship, and related concepts; (b) the development of learning outcomes with goals related to these concepts; (c) consortia that aim to harmonize curricula; and (d) international efforts related to all of the above.

Note: For all of these topics, we are inviting papers that explicitly discuss the connection of these ideas with psychology learning and teaching.

As a first step, we invite one-to-two-page proposals with an outline of what you would like to contribute. Proposals should be submitted via e-mail to susan.nolan@shu.edu, and are due by February 28. Authors of the selected proposals will be notified by March 15. Final papers will be due by June 15.

In your proposal, please indicate the type of submission planned (e.g., article, review, report) as described in the *PLAT* submission guidelines (<https://us.sagepub.com/en-us/nam/journal/psychology-learning-teaching#submission-guidelines>). Please note that in addition to traditional empirical articles and summaries of research, reports of effective current practice, developments, and techniques are welcomed. The guest editors will invite select proposal authors to submit papers which will be evaluated through *PLAT*'s usual peer-review process. Please email any of the guest editors for further information, and feel free to distribute this call-for-proposals to interested colleagues. Thank you!

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Information about Psychology Learning and Teaching

Psychology Learning and Teaching (PLAT) is an international peer-reviewed journal devoted to enhancing knowledge of how to improve learning and teaching of psychology. To this purpose, PLAT publishes research articles, reviews, target articles and corresponding comments as well as reports on good and innovative learning, teaching and assessment practices. Through PLAT, it is hoped to establish a culture of scholarship in relation to teaching and learning in psychology and related areas. For more information, see <https://us.sagepub.com/en-us/nam/journal/psychology-learning-teaching>