



## ESPLAT 2021 Program: Overview

### Thursday, September 2nd

10:00 – 10:25	Opening Session	Welcome, Introducing ESPLAT and PLAT	
10:30 – 11:55	Session I	Symposium 1 Students' metacognitive ability, epistemic beliefs, and epistemic emotions when confronted with conflicting information in psychology and educational science	Paper Session 1 Affective Effects of (virtual) Education
12:00 – 13:00	Discussion 1	Psychology Learning and Teaching Globally: Forging Connections Among Professional Organizations	
13:00 – 14:00	Lunch Break		
14:00 – 14:55	Poster Session	Workshop Crafting and maintaining relationships in the context of teaching and learning	
15:00 – 16:30	Session II	Paper Session 2 Challenges of Online Education	Paper Session 3 Teaching Methods
16:30 – 17:00	Coffee Break		
17:00 – 17:50	General Assembly (also: Introducing EFPSA)	Meeting of all ESPLAT members	
18:00 – 19:00	Keynote Diane Halpern	False News! Misinformation! Alternative Facts! Trolls and Bots: Critical Thinking Just may be an Antidote for the Chaos of our Times	



Friday, September 3rd

9:00 – 10:10	Session III	Symposium 2 Alternative Approaches to the Teaching of Introductory Psychology	Paper Session 4 Perception of Online Teaching
10:15 – 11:30	Session IV	Paper Session 5 Scientific Literacy and Scientific Beliefs	Paper Session 6 Group Dynamics and Social Skills
11:30 – 12:00	Coffee Break		
12:00 – 13:00	Keynote Teresa Guasch	Mastering the challenges of online education: Planning and feedback	
13:05 – 14:00	Discussion 2	What did we learn from distance teaching during COVID-19?	
14:00 – 14:15	Closing Session		



## ESPLAT 2021 Program: Detailed List of Contributions

Thursday, September 2nd

### Symposium 1

***Students' metacognitive ability, epistemic beliefs, and epistemic emotions when confronted with conflicting information in psychology and educational science***

Organizer/Chair: Belinda Berweger

***Paper 1: Reducing Educational Psychological Misconceptions and Enhancing Metacognitive Monitoring Accuracy***

Authors: Cordelia Menz, Birgit Spinath, Friederike Hendriks & Eva Seifried

***Paper 2: Mechanisms of epistemic change: The role of reflection and social interaction***

Authors: Tom Rosman & Martin Kerwer

***Paper 3: How to foster pre-service teachers' epistemic beliefs? Effects of educational controversies, epistemological sensitization, and critical thinking instructions***

Authors: Eric Klopp & Robin Stark

***Paper 4: Pre-Service Teachers' Epistemic Emotions when confronted with their Misconceptions about Education***

Authors: Belinda Berweger, Bärbel Kracke & Julia Dietrich

Discussant: Reinhard Pekrun



#### Affective Effects of (virtual) Education

***Paper 1: Curricular approaches to supporting university student academic success and wellbeing***

Authors: Jacquelyn Cranney, Sue Morris & Jenny Richmond

***Paper 2: A mixed-methods investigation of test anxiety for online exams during the pivot to online***

Authors: Emily Nordmann, Kaitlin Turner, Sarah Hanley & Carolina E. Kuepper-Tetzl

***Paper 3: A COVID-19 shift to virtual education: Implications for student stress and engagement***

Authors: Paul Rinder & Charini Gunaratne

***Paper 4: Technostress during COVID-19: Action regulation hindrances and the mediating role of basic human needs among psychology students***

Authors: Nathalie Schaufel, Lena M. Kaufmann, Thomas Ellwart & Mona Rynek

***Paper 5: Crafting and maintaining relationships in the context of teaching and learning***

Author: Michael Zirkler & Ingrid Gubser



#### ***Psychology Learning and Teaching Globally: Forging Connections Among Professional Organizations***

Organizer: Susan A. Nolan

Discussants:

Susan A. Nolan, Society for the Teaching of Psychology, and Seton Hall University, USA

Susanne Narciss, European Society for Teaching and Learning, and Technische Universität Dresden, Germany

Dawn Albertson, Society for the Teaching of Psychology, and Bath Spa University, UK

Tony Machin, Australian Society for Psychology Learning and Teaching, and University of Southern Queensland, Australia

Lenka Sokolová, European Federation of Psychology Teachers, and Univerzita Komenského v Bratislave, Slovakia

Abstract: Leaders from several psychology learning and teaching professional organizations from three continents will discuss the roles that these organizations play in the field, including with respect to faculty and curricula. They will discuss ways in which their organizations both follow trends in psychology learning and teaching and create trends. Finally, they will discuss ways in which international collaborations among such professional organizations might benefit our field.



#### ***Crafting and maintaining relationships in the context of teaching and learning***

#### Authors:

Michael Zirkler, Zurich University of Applied Sciences, Switzerland

Ingrid Gubser, Zurich University of Applied Sciences, Switzerland

Abstract: Establishing and maintaining good relationship among teachers and students are essential for learning success as well as personal well-being and social sustainability. Some important concepts of “good relationship” will be presented and discussed. The considerations lead to an ethics of cooperation and a shift in the understanding of students’ and teachers’ roles. The contribution is intended to build the ramp for a subsequent workshop in which powerful role models are to be developed jointly.



### List of Posters

**Poster 1: Using art to foster social and academic success in STEM postgraduate distance learning students**

Authors: Dawn N Albertson & Catherine Lamont-Robinson

**Poster 2: Student Engagement, Academic Burnout and COVID-19 Financial Impact in Online College Students**

Authors: Spyridon Bompolis & Irene Karayianni

**Poster 3: To the campus and beyond: bipartite sojourner adjustment among international students**

Authors: Stephanie Burns, Elida Cena & Paul Wilson

**Poster 4: A qualitative study of student perceptions of studying during the COVID-19 Pandemic**

Author: Elida Cena

**Poster 5: A Model to Identify, Assess, and Manage Students' Self-Disclosures in Online and Onground Psychology Courses**

Authors: Jessica Cerniak & Joyce Nugent-Hirschbeck

**Poster 6: There Is No 'You' In Team: Narcissism, Machiavellianism And Psychopathy Predict Group Assessment Preferences**

Author: Benjamin Crossey

**Poster 7: "My home is my castle" – Still the case with home-schooling?**

Authors: Hanna Czell & Daniela Geyer & Barbara Hanfstingl

**Poster 8: Non-directive reflective prompts in remote settings: effects on performance, motivation, strategy and resource use in higher education**

Authors: Moiken Jessen, Klaus Lingel, Tobias Richter & Roland Stein

**Poster 9: "It's a love-hate relationship" Higher education (HE) psychology students' attitudes and experiences of research methods and statistics modules**

Authors: Abigail Jones, Jeffrey Wood, Emma McDonald & Keeley Abbott

**Poster 10: Now You See Me, Now You Don't: Student Engagement, Student-Instructor Relationship and Webcam use in Synchronous Courses**

Authors: Hrysanthi Kiranou & Irene Karayianni

**Poster 11: Critical thinking and Professional Self-Efficacy of University Teachers at Faculties of Education in the Changing Educational Environment**

Authors: Iva Koribská, Štefan Chudý & Jitka Plischke

**Poster 12: In the Eye of the Beholder: Students' perception of what it means to be an effective teacher**

Author: Pär Lövstrand & Ulrik Terp

**Poster 13: Hope, Thoughts and Emotions Among Vocational Learning Students**

Authors: Pär Lövstrand & Ulrik Terp



***Poster 14: Investigating the Journey of Becoming a Psychology Teacher: A Qualitative Longitudinal Study Focusing on Students' Conceptions of Didactics of Psychology***

Authors: Justine Patrzek & Ingrid Scharlau

***Poster 15: Detecting cheaters and plagiarism in online exams – techniques and data***

Authors: Rainer Scheuchenpflug & Alexander Hörnlein

***Poster 16: Concurrent prospective memory task increases MW during online reading for difficult but not easy texts***

Authors: Teresa Schurer, Bertram Opitz & Torsten Schubert

***Poster 17: COVID-19 and Psychology: A Challenge to Broaden Ethics Education***

Author: H. Russell Searight

***Poster 18: Exploring the factors that contribute to good mental wellbeing in postgraduate students who teach***

Authors: Hannah Slack & Madeleine Pownall

***Poster 19: Online exams & the role of communication and trust***

Author: Lucie Viktorová



#### Challenges of Online Education

***Paper 1: Does the use of gender-fair language impair the comprehensibility of video lectures?***

Authors: Marcus Friedrich, Elke Heise & Jennifer Muselick

***Paper 2: Teaching Online: On the Topic of Stereotypes, Self-Awareness and Critical Reflection***

Authors: Camilla Hakelind & Anders Steinvall

***Paper 3: Self-directed study behavior in the first semester: Usage of a digital learning system under pandemic conditions compared to normal conditions***

Authors: Stefan Münzer, Samuel Wissel, Marc Philipp Janson & Benedict C. O. F. Fehringer

***Paper 4: What have we learned about the teaching of psychology during COVID-19 pandemics?***

Authors: Lenka Sokolová, Ioulia Papageorgi, Stephan Dutke, Iva Stuchlíková, Morag Williamson & Helen Bakker

***Paper 5: Fostering pre-service teachers' technology acceptance – Does the type of engagement with information matter?***

Authors: Christina Wekerle, Tugce Bozkus & Ingo Kollar



### Paper Session 3

#### Teaching Methods

***Paper 1: Retrieval practice effects in a psychology lecture: Illustrating the relevance of study design, item difficulty, and selection of dependent measures***

Authors: Jonathan Barenberg & Stephan Dutke

***Paper 2: The use of Learning Analytics to improve learning and teaching in Psychological Assessment***

Authors: Natalie Borter & Stefan Troche

***Paper 3: Fostering Learning in Formal Assessment: The type of feedback matters!***

Authors: Veit Kubik, Natalie Enders & Robert Gaschler

***Paper 4: Promoting the acquisition of the core teaching competencies necessary for selecting, designing and implementing cognitively activating learning tasks: lessons learned from a competence-oriented online seminar***

Authors: Julia Rose, Frauke Düwel, Claudia Prescher, Kerstin Kisielski, Herrmann Körndle & Susanne Narciss

***Paper 5: User design for digital education: a combined UX and eye tracking study evaluating online course in Psychology***

Authors: Joanna Wincenciak, Elliot Millington, Yuki Deng & Kat Husbands



#### ***False News! Misinformation! Alternative Facts! Trolls and Bots: Critical Thinking Just may be an Antidote for the Chaos of our Times***

Author: Diane Halpern, Keck Graduate Institute, Emerita, USA; Claremont McKenna College, Emerita, USA

Abstract: We are experiencing a global crisis in critical thinking (CT) with the number of ways to mislead citizens multiplying every day. There is considerable evidence that when CT skills are taught for transfer, students can improve in their ability to think critically. Some examples of CT skills are evaluating the source of information, making cost: benefit analyses, giving reasons that support and fail to support a conclusion, recognizing self-serving biases, not confusing correlation with cause, and many more. An unknown proportion of the population will resist CT, but there is also a portion of the population that may improve how they think about real-world issues. Effectively teaching CT skills is the most difficult and most important job we will ever do as teachers. The challenges are great, but we have tools to tackle them, if we are ready to use them.

#### Short CV

Diane F. Halpern is the Dean of Social Sciences, Emerita at the Minerva Schools at KGI, professor of psychology, Emerita at Claremont McKenna College, and a past president of the American Psychological Association and the Society for Teaching of Psychology. Diane has published hundreds of articles and many books including, *Thought and Knowledge: An Introduction to Critical Thinking* (5th Ed., new edition with Dana Dunn as co-author in press), *Sex Differences in Cognitive Abilities* (4th ed.), and *Women at the Top: Powerful Leaders Tell Us How to Combine Work and Family* (co-authored with Fanny Cheung). She has two books published in 2021: *The Cambridge International Handbook for Psychology of Women* (co-edited with Fanny Cheung) and *Critical Thinking in Psychology* (co-edited with Robert Sternberg).



Friday, September 3rd

Symposium 2

***Alternative Approaches to the Teaching of Introductory Psychology***

Organizer: Paul Georg Geiss

Chair: Ingrid Scharlau

***Paper 1: William James' Pragmatism and the Benefits of a Perspective-Based Approach to Introductory Psychology***

Author: Russell Searight

***Paper 2: An integrative system-related approach to introductory psychology – for coherence and transfer***

Authors Hans-Peter Nolting

***Paper 3: Alternative Approaches to High School Psychology***

Author: Paul Georg Geiss

Discussant: Lenka Sókolovala



#### Perception of Online Teaching

***Paper 1: The Learning Environment in Online Teaching – a comparison of student experiences when taught face-to-face or online***

Authors: Michael Gruber

***Paper 2: Examining skills and abilities before and during the pandemic – Psychology students' perceptions of a traditional and digital OSCE***

Authors: Camilla Hakelind & Anna Sundström

***Paper 3: Understanding students' perceptions of online learning to inform the future of Psychology teaching***

Authors: Richard Harris, Pam Birtill, Ed Sutherland, Emily Nordmann & Madeline Pownall

***Paper 4: Impact of a Classroom-Management-Training on Students' Knowledge of Classroom-Management, Classroom-Management-Abilities and Self-Efficacy – Comparison of a Face-to-Face-Setting to an Online-Setting***

Authors: Gesa Uhde, Charlotte Hagenau & Barbara Thies



#### Scientific Literacy and Scientific Beliefs

***Paper 1: Psychological literacy and psychology education***

Authors: Jacquelyn Cranney, Sue Morris & Kimberley Norris

***Paper 2: Pre-Service Teachers Beliefs About Neuroscience and Education***

Authors: Ines Deibl, Joerg Zumbach & Daniela Martinek

***Paper 3: Promoting Scientific Literacy by Connecting Belief to Understanding***

Author: Richard Miller

***Paper 4: Refuting misconceptions in an introductory psychology course for preservice teachers***

Author: Maria Tulis



#### Group Dynamics and Social Skills

***Paper 1: 'Suddenly the tutorial group was online' – group dynamics and collaboration in tutorial groups during a quick transition from campus to distance learning***

Author: Eva Hammar Chiriac

***Paper 2: Exploring psychological sense of community in distance learning and campus-based postgraduates***

Authors: Elizabeth Orme & Lisa Thomas

***Paper 3: Come as you are – Designing a course in statistics for a highly heterogeneous group of participants***

Authors: Lena Schützler & Oliver Christ

***Paper 4: Using simulation in teaching dialogue skills***

Authors: Maarten J. van der Smagt & Michiel Hulsbergen



#### ***Mastering the challenges of online education: Planning and feedback***

Author: Teresa Guasch, Universitat Oberta de Catalunya (UOC), Spain

Abstract: The pandemic entailed the sudden implementation of remote teaching practices. This change has clear implications on the way we teach and learn. Teaching and learning remotely and, specifically, online requires a focus on the planning and on the techno-pedagogical design, essential elements that due to the emergency context were not always considered.

From a psychoeducational perspective, I will address two aspects that research has shown to be key in teaching and learning online or in hybrid environments: firstly, techno-pedagogical design and secondly, planning and implementing dialogic feedback throughout the learning process that will contribute to student regulation.

#### Short CV

Teresa Guasch is the Dean of Psychology and Education Faculty at the Open University of Catalonia-UOC (January 2014). She was director of the Educational Psychology Programme (2006-2011) and Associate professor on the Doctoral Programme on e-learning and the Master of Secondary School Teacher Training. Her research is focused on the process of teaching and learning in online learning environments, with special focus on teacher training and educational scaffolds in writing processes in online environments, such as feedback. She led and participated in different research projects (at national and European level) contributing to a better understanding of teaching and learning processes in virtual learning environments. Currently, she leads the research project: Engaging students with feedback for learning in online environments. She co-coordinates the Feed2learn Research Group In the webpage you will find more information of her recent publications, presentations and projects.



### Discussion 2

#### ***What did we learn from distance teaching during COVID-19?***

Organizer: Stephan Dutke

Discussants:

Ioulia Papageorgi, University of Nicosia, Greece

Lenka Sokolová, Univerzita Komenského v Bratislave, Slovakia

Stephan Dutke, Institute for Psychology in Education, University of Münster, Germany

Abstract: Psychology educators have been skeptical about distance teaching and learning in psychology – even long before we faced COVID-19. Learning psychology or even becoming a psychologist seemed to call for learning situations, experiences, and activities that, at least in part, appeared to be incompatible with spatial distance among learners and between learners and teachers. Nevertheless, in 2020, many schools, colleges, and universities had to change to distance teaching methods, and many of them are working in a distance mode until today. What did we learn from these attempts to maintain teaching with methods we were so skeptical about? Which elements of distance teaching will survive and perhaps even enrich post-COVID teaching? How did distance teaching change the learning of psychology? The EFPA Board of Educational Affairs (BEA) invites psychology educators from all types of institutions to discuss these and other related questions. The discussion will be stimulated by a short input based on an online study BEA conducted in 2020. In this study, 696 psychology teachers from 28 European countries reported about methods used, barriers encountered, and outcomes observed in their distance teaching of psychology. Now, however, the discussion should focus the future of psychology teaching and learning against the background of these experiences.



## ESPLAT 2021 Program: Detailed List of Contributions with Abstracts Thursday, September 2nd

### Symposium 1

#### ***Students' metacognitive ability, epistemic beliefs, and epistemic emotions when confronted with conflicting information in psychology and educational science***

Organizer/Chair: Belinda Berweger, University of Jena, Germany

Abstract: Since the beginning of the COVID-19 outbreak, the massive spread of misinformation and denial of well-established scientific claims became even more apparent. Social science domains such as psychology and education seem not to be excluded from this problem. Current findings show that (educational) psychological misconceptions that conflicts with evidence are widespread among students. Such wrong beliefs may interfere with establishing evidence-based knowledge at university. This symposium brings together contributions which target on students' emotions when dealing with their wrong beliefs and contributions which focus on different intervention approaches in order to tackle students' misconceptions in the domain of educational science and psychology. Specifically, Menz et al. test three different lecture formats to reduce preservice teachers' misconceptions and simultaneously enhance their metacognitive monitoring accuracy in real-life settings, including a follow-up survey half a year later. Rosman et al. und Klopp et al. focus on interventions to foster students' evaluativistic epistemic beliefs when dealing with conflicting evidence, of which one study included elements of motivation (i.e., epistemic volition) and resolution strategies such as reflection and social interaction in order to obtain epistemic change. The other intervention considered critical thinking instructions and epistemic sensitization in order to reduce preservice teachers' absolute and multiplicistic epistemic beliefs and enhancing evaluativistic beliefs. Finally, Berweger et al. focus on underlying affective states when dealing with conflicting information, measuring preservice teachers' epistemic emotions when confronted with their wrong beliefs in topics from educational psychology.

#### ***Paper 1: Reducing Educational Psychological Misconceptions and Enhancing Metacognitive Monitoring Accuracy***

Authors:

Cordelia Menz, Heidelberg University, Germany

Birgit Spinath, Heidelberg University, Germany

Friederike Hendriks, IPN - Leibniz-Institut für die Pädagogik der Naturwissenschaften und Mathematik, Germany

Eva Seifried, Heidelberg University, Germany

Abstract: Psychological misconceptions can be a threat for reaching educational goals and should consequently be prevented. In this study, we analyzed different methods to combat psychological misconceptions: We contrasted a standard lecture with a refutation lecture, and tested the effects of a short intervention educating about cognitive biases and imparting strategies to evaluate information analytically. Prevalence of and reduction in 18 educational psychological misconceptions as well as enhancement of metacognitive monitoring accuracy regarding these misconceptions were analyzed among  $N = 266$  German preservice teachers who participated in online surveys at the beginning and the end of one semester. Results indicated a high prevalence of diverse misconceptions (11 misconceptions were endorsed by more than 50% of preservice teachers at t1). The refutation lecture led to a strong reduction in refuted misconceptions, with an unexpected spill-over effect on misconceptions that were not addressed. The standard lecture resulted in a smaller



reduction in the targeted misconceptions only, whereas imparting information evaluation strategies showed no effects on misconception reduction. For metacognitive monitoring accuracy, we found analogous results. Based on these results and a follow-up survey half a year later, we conclude that educational psychological misconceptions are widespread among preservice teachers and that refutations in psychology lectures are an effective approach to counteract specific misconceptions with enduring effects. Thus, our results—which could be replicated with other psychological misconceptions and student populations—have implications for both psychology researchers and instructors who aim to reduce psychological misconceptions.

### ***Paper 2: Mechanisms of epistemic change: The role of reflection and social interaction***

#### Authors:

Tom Rosman, Leibniz-Institute for Psychology (ZPID), Germany

Martin Kerwer, Leibniz-Institute for Psychology (ZPID), Germany

Abstract: Dealing with conflicting evidence has long been identified as a driving force behind the development of more advanced epistemic beliefs (i.e., beliefs that ‘true’ knowledge is approachable by evaluating and weighing different viewpoints). In contrast, less is known on the effects of reflecting and socially interacting in the context of a confrontation with conflicting evidence. This is surprising since reflection and social interaction are central components of the Bendixen-Rule process model for personal epistemology development, which has been guiding research and practice since 2001. To separate the effects of reflection and social interaction from the effects of conflicting evidence, we developed a number of intervention components separately targeting the aforementioned aspects in the context of a psychology-related topic. 153 psychology students participated in a 4x2 pre-post experimental study. We expected that epistemic change would increase with an increasing number of intervention components participants are subjected to. Three corresponding hypotheses were preregistered. One group participated in an intervention including a confrontation with conflicting information as well as reflection and social interaction components, whereas, in a second group, this social interaction component was removed. A third group was subjected to an intervention including neither social interaction nor reflection, and a fourth group (control) received no intervention. Results showed that epistemic change was indeed stronger in the two groups which included reflection and social interaction components, compared to the control group. However, no differences found between the reflection and the social interaction group were found. Implications of the results are discussed.

### ***Paper 3: How to foster pre-service teachers' epistemic beliefs? Effects of educational controversies, epistemological sensitization, and critical thinking instructions***

#### Authors:

Eric Klopp, Universität des Saarlandes, Germany

Robin Stark, Universität des Saarlandes, Germany

Abstract: The critical reflection of teaching processes is a core competency for teachers and an essential goal for pre-service teacher university training. A necessary prerequisite for this competency is sophisticated epistemic beliefs. Thus, pre-service teachers' sophisticated epistemic beliefs have to be fostered. We developed an intervention that focuses on reducing absolutism and multiplicism and on enhancing evaluativism. Critical thinking instructions also promote epistemic change where the infusion-approach is more effective than the general-approach. An additional epistemic sensitization measure was expected to strengthen the intervention's effects further. We combined the intervention with critical thinking instructions and epistemic sensitization. In a two-factorial design, we varied critical thinking instructions and the presentation of an epistemic sensitization. The levels of absolutism, multiplicism, and evaluativism were assessed as a dependent variable in pre-posttest-design. The results suggest an increase in absolutism occurs without an



epistemic sensitization if using the general approach. Additionally, an epistemic sensitization in combination with the infusion approach yields an increase in absolutism. For the multiplicism scale, our results indicate that epistemic sensitization hampers the reduction of multiplicism. Concerning evaluativism, the findings imply that without epistemic sensitization, the general approach yields an increase in evaluativism, and with sensitization, the infusion approach increases evaluativism. The results suggest tailoring instructions to induce epistemic change depending on the goal, i.e., either to reduce absolutism or multiplicism or to enhance evaluativism.

### ***Paper 4: Pre-Service Teachers' Epistemic Emotions when confronted with their Misconceptions about Education***

#### Authors:

Belinda Berweger, University of Jena, Germany

Bärbel Kracke, University of Jena, Germany

Julia Dietrich, University of Jena, Germany

Abstract: Teacher students often have misconceptions about psychological-pedagogical knowledge that is in conflict with current evidence from educational research. To date, little is known about the affective states that arise when students are confronted with such topic-specific misconceptions and the consequences regarding subsequent learning behavior. In the present study we examined antecedents (i.e., high-confidence errors and epistemic beliefs) and outcomes (i.e., knowledge exploration) of state epistemic emotions and achievement-related anger and pride when students were confronted with their misconceptions. Specifically, students' epistemic emotions were aroused by producing cognitive incongruity through high-confidence errors (i.e., incorrect answers a person was confident in). We found that students' surprise, curiosity, and confusion were higher after high-confidence errors. Furthermore, our results showed that students' frustration was significantly higher when the incongruity after a high-confidence error could not be resolved by reading additional information. In line with our hypotheses, we showed that after incorrect answers, positive epistemic emotions positively related to students' subsequent knowledge exploration. Contrary to our expectations, confusion, as a negative emotion, did not predict any exploratory behavior. Analyses regarding epistemic beliefs and cross-level interactions are still in progress.

Discussant: Reinhard Pekrun, LMU München, Germany



#### ***Paper 1: Curricular approaches to supporting university student academic success and wellbeing***

##### Authors:

Jacquelyn Cranney, UNSW Sydney, Australia

Sue Morris, UNSW Sydney, Australia

Jenny Richmond, UNSW Sydney, Australia

**Abstract:** Couched within the framework of psychological literacy, this paper will describe a multifaceted trans-disciplinary initiative to promote curricular approaches to supporting student success and wellbeing, drawing upon psychological theory and evidence-based practice (see <https://teaching.unsw.edu.au/HealthyUni>). Elements of this initiative include: (a) a positive framing provided by the dual state theory of psychological health; (b) a focus on creating a learning-supportive environment based on self-determination theory and evidence-based teaching practice; and (c) integration of opportunities for students to improve self-regulated learning capacity. There are multiple facets to this initiative. Firstly, the activities of an education academy, including transdisciplinary training, and attempts to instigate university leadership support through relevant policy and guidelines, will be briefly described. Secondly, a learning management system pilot project will be described, whereby automated messages relevant to wellbeing and engagement will be conditionally delivered, and unit convenors will be able to create additional contextually relevant messaging and learning activities. Thirdly, professional development support for program/unit leaders will be described, including a project which guides unit convenors to identify, share, implement, evaluate and improve wellbeing-supportive strategies. Fourthly, the development, delivery and evaluation of an online unit on the science of wellbeing will be outlined. Future directions for this initiative will be briefly indicated.

#### ***Paper 2: A mixed-methods investigation of test anxiety for online exams during the pivot to online***

##### Authors:

Emily Nordmann, University of Glasgow, UK

Kaitlin Turner, University of Glasgow, UK

Sarah Hanley, University of Glasgow, UK

Carolina E. Kuepper-Tetzl, University of Glasgow, UK

**Abstract:** Pre-pandemic research on the comparison between online and face-to-face exams found that although students performed slightly better in online exams, the majority stated they preferred face-to-face exams, potentially due to the increased anxiety and stress associated with using an unfamiliar online exam platform. The pivot to online following COVID-19 may have disrupted this pattern due to additional general anxiety and pressures caused by the pandemic. A mixed-methods approach was used to investigate the following questions with the broader purpose of informing exam pedagogy and design in the new normal:

- What were the experiences of undergraduate students whose exams were moved online due to COVID-19?
- How did their experience affect exam preparation and test anxiety?
- Do students report a preference for online versus face-to-face exams?



- What predicts test anxiety and/or preference for online exams?

Significant predictors of test anxiety were COVID anxiety and GPA. In addition, the format of the exam in Winter 2020 played a role: Students who took flexible timed exams reported higher test anxiety than students who took timed exams. Although students reported less test anxiety for online exams compared to face-to-face exams, this did not translate into a preference for the format and seems driven by the reduction of social exchange and connection with peers. These findings are important for educators looking ahead to the new normal when deciding how best to balance inclusivity and pedagogy.

### ***Paper 3: A COVID-19 shift to virtual education: Implications for student stress and engagement***

#### Authors:

Paul Rinder, Australian College of Applied Psychology, Australia

Charini Gunaratne, Australian College of Applied Psychology, Australia

Abstract: The societal adjustments triggered by COVID-19 were profound. For first year tertiary students and continuing students enrolled in on-campus learning at the onset of the pandemic, their learning interface abruptly shifted to online delivery, however little is known on how these adjustments impacted students, and the protective mechanisms that enabled their continuing study. The present study investigated the impacts of these adjustments through measures of perceived student stress, emotional intelligence, social support, and student engagement, and how shifting delivery mode moderated the relationships between these variables. Participants were 187 Australian tertiary education students (18 to 64 years, 71% first year). Paired samples t-tests revealed a significant overall increase in student stress levels and a significant overall reduction in student engagement (from pre to post COVID-19). Repeated measures ANOVAs indicated that students who shifted to online delivery had lower engagement levels than those who did not shift delivery (i.e., remained online). Moderation analyses revealed that the relationship between emotional intelligence and change in student engagement was moderated by change in delivery. Specifically, in students who shifted to online delivery, those with higher levels of emotional intelligence showed no significant change in student engagement, whereas those with lower levels of emotional intelligence showed significant decreases in student engagement. Thematic analyses of participants' responses to three open-ended questions further described the COVID-19 impacts on students. Insights from this study provide an opportunity for the tertiary education sector to respond with improved online learning experiences, to better enable students to prosper through adversity.

### ***Paper 4: Technostress during COVID-19: Action regulation hindrances and the mediating role of basic human needs among psychology student***

#### Authors:

Nathalie Schauffel, University of Trier, Germany

Lena M. Kaufmann, University of Trier, Germany

Thomas Ellwart, University of Trier, Germany

Mona Rynek, University of Trier, Germany

Abstract: COVID-19 led to an abrupt change from presence teaching to online teaching in higher education, resulting in students' stress and uncertainty. Integrating theoretical lines of human motivation, stress, and socio-technical system approach, we examined technostress during COVID-19 among psychology students. We investigated what kind of action regulation hindrances (ARH), such as technical problems or interaction difficulties, impaired online teaching, and how these ARH related



to technostress. The basis of analysis was survey data from N = 205 students, who attended an online course instead of a presence course in organizational psychology due to COVID-19. Using confirmatory factor analysis (CFA), we investigated if ARH predicted technostress directly or indirectly mediated by the fulfillment of the basic human needs of competence, autonomy, and relatedness. Our results showed that multiple ARH impaired online teaching during COVID-19 that all positively predicted technostress. The effect was partly mediated by the need for autonomy. We discuss implications for online course planning, stress prevention, as well as intervention beyond pandemic times.

### ***Paper 5: Crafting and maintaining relationships in the context of teaching and learning***

#### Authors:

Michael Zirkler, Zurich University of Applied Sciences, Switzerland

Ingrid Gubser, Zurich University of Applied Sciences, Switzerland

Abstract: Establishing and maintaining good relationship among teachers and students are essential for learning success as well as personal well-being and social sustainability. Some important concepts of “good relationship” will be presented and discussed. The considerations lead to an ethics of cooperation and a shift in the understanding of students’ and teachers’ roles. The contribution is intended to build the ramp for a subsequent workshop in which powerful role models are to be developed jointly.



#### ***Psychology Learning and Teaching Globally: Forging Connections Among Professional Organizations***

Organizer: Susan A. Nolan

Discussants:

Susan A. Nolan, Society for the Teaching of Psychology, and Seton Hall University, USA

Susanne Narciss, European Society for Teaching and Learning, and Technische Universität Dresden, Germany

Dawn Albertson, Society for the Teaching of Psychology, and Bath Spa University, UK

Tony Machin, Australian Society for Psychology Learning and Teaching, and University of Southern Queensland, Australia

Lenka Sokolová, European Federation of Psychology Teachers, and Univerzita Komenského v Bratislave, Slovakia

Abstract: Leaders from several psychology learning and teaching professional organizations from three continents will discuss the roles that these organizations play in the field, including with respect to faculty and curricula. They will discuss ways in which their organizations both follow trends in psychology learning and teaching and create trends. Finally, they will discuss ways in which international collaborations among such professional organizations might benefit our field.



#### ***Crafting and maintaining relationships in the context of teaching and learning***

#### Authors:

Michael Zirkler, Zurich University of Applied Sciences, Switzerland

Ingrid Gubser, Zurich University of Applied Sciences, Switzerland

Abstract: Establishing and maintaining good relationship among teachers and students are essential for learning success as well as personal well-being and social sustainability. Some important concepts of “good relationship” will be presented and discussed. The considerations lead to an ethics of cooperation and a shift in the understanding of students’ and teachers’ roles. The contribution is intended to build the ramp for a subsequent workshop in which powerful role models are to be developed jointly.



***Poster 1: Using art to foster social and academic success in STEM postgraduate distance learning students***

Authors:

Dawn N Albertson, Bath Spa University, UK

Catherine Lamont-Robinson, University of Bristol, UK

**Abstract:** Arts in Mind was a pedagogical intervention using art to bridge the extracurricular and curricular interaction of international postgraduate distance learning students. Set within an online MSc, students progressed through a series of six week modules that occurred back to back throughout the year. This fast pace meant that the mastery of material was prioritized, leaving little room for reflection, which is problematic for consolidation of information and the kind of critical appraisal expected from students in a postgraduate programme. The other major issue facing the distance learning course was the very common perceived isolation amongst students. A bespoke discussion board was embedded within a module providing weekly invitations to students to contribute and interact with art and each other around the art and context presented. The progression arc started with simply responding to works of art, then making connections to content, and finally producing art themselves expressing their engagements with module content through a visual medium. Switching modalities for content exploration was perceived to be a real strength in scaffolding student learning and provided a wonderful, neutral yet idiosyncratic way for students to engage with one another socially. This activity was so well-received that it was embedded into a non-credit bearing academic module for all undergraduate students. As part of a larger interdisciplinary award programme at the university, students reviewed, synthesised, and integrated information from different disciplines, contributing to their professional and personal development and helping them feel a part of a large and vibrant community of learners.

***Poster 2: Student Engagement, Academic Burnout and COVID-19 Financial Impact in Online College Students***

Authors:

Spyridon Bompolis, the American College of Greece, Greece

Irene Karayianni, the American College of Greece, Greece

**Abstract:** Under the restrictions of the COVID-19 pandemic, universities have shifted to online learning. Students are now challenged to be effectively engaged in this new style of learning while coping with additional stressors. The purpose of this paper was to investigate the relationship between student engagement and academic burnout among online university students during the pandemic. Based on previous findings in face-to-face courses, it was hypothesized that student engagement would be negatively correlated with academic burnout in online courses. Given the negative financial impact that COVID-19 has had on many students, this study also examined whether COVID-19 financial impact would mediate the relationship between student engagement and academic burnout. The sample consisted of 32 undergraduate students from a private college in Greece, recruited online via convenience, snowball and voluntary sampling. Participants completed a demographic questionnaire, the short version of the Utrecht Work Engagement Scale (UWES-9-SF), the Maslach Burnout Inventory – Student Survey (MBI-SS) and the Financial subscale from the Coronavirus Impacts Questionnaire. The study found a negative association between student engagement and academic burnout. COVID-19 financial impact did not mediate the engagement-burnout relationship. The study aimed to extend knowledge and understanding for online learning, and shed light to the consequences of the pandemic on students' online experience.

**Keywords:** student engagement, academic burnout, online learning, COVID-19 financial impact



### **Poster 3: To the campus and beyond: bipartite sojourner adjustment among international students**

#### Authors:

Stephanie Burns, Queen's University Belfast, UK

Elida Cena, Queen's University Belfast, UK

Paul Wilson, Queen's University Belfast, UK

**Abstract:** 'Sojourner adjustment', a concept associated with acculturation, refers to the cultural adaptations of (and subsequent outcomes for) international students who are temporarily residing abroad. Research suggests that international students who engage in integration or assimilation (through, for example, a high quantity and quality of interactions with host-country nationals) are more likely to learn culturally-specific knowledge and skills, which facilitates their adjustment and, in turn, their academic success. However, some researchers have argued that international students may be less likely to involve themselves in the host community, seeing their time in the new environment as a break from 'real life' with their primary motivation being success in academics rather than successful sociocultural adjustment. This poster reports on the findings of 16 interviews with international students who were asked about their academic and cultural experiences at a university in Northern Ireland. We argue that these students showed what could be described as *bipartite* sojourner adjustment when reflecting on their experiences: adjustment to the university culture and campus life; and adjustment to wider Northern Irish culture and life. For example, to use the language of acculturation, 'integration' might describe a student's adjustment to the university, while 'separation' might simultaneously describe their adjustment (or lack thereof) to the wider host society. The extent to which these two parts of sojourner adjustment overlapped (or not) appeared dependent upon individual and contextual factors. The findings contribute to wider discussions of the factors that facilitate students' positive adjustment within the university and outside of the campus.

### **Poster 4: A qualitative study of student perceptions of studying during the COVID-19 Pandemic**

Author: Elida Cena, Queen's University Belfast, UK

**Abstract:** The onset of the pandemic has brought drastic changes to the way many educational institutions facilitate teaching with an inevitable switch to remote learning. The unexpected request to shift to remote learning presented multiple challenges and implications for students and staff. Limited empirical research and statistical data show that the period of pandemic and the measures introduced significantly impacted student experience and their mental health (Adnan, 2020; Tinsley, 2020), however, most of this emerging work is quantitative and provides little understanding of the perceptions and insights from students who have experienced these challenges and how they have been coping with such challenges. Drawing on nine in-depth interviews conducted with Psychology students at Queen's University Belfast, in this poster, I uncover the way students perceive they have been impacted by the online learning during the COVID-19 pandemic. The results suggest that online learning affected student motivation and led to a lack of student engagement. The inability to develop social interactions with their peers increased a lack of belonging and of student experience. The findings underscore also that during this challenging times students developed coping mechanisms and demonstrated resilience by appreciating innovation and some compelling demands introduced by the remote learning.

### **Poster 5: A Model to Identify, Assess, and Manage Students' Self-Disclosures in Online and Onground Psychology Courses**

#### Authors:

Jessica Cerniak, The Chicago School of Professional Psychology, US

Joyce Nugent-Hirschbeck, The Chicago School of Professional Psychology, US



**Abstract:** This report focuses on students' self-disclosures in their on-ground and online psychology classes.

An overview of ethical principles informing the teaching of psychology is presented. Next, theories of self-disclosure and research pertinent to the types, components, and range of students' disclosures are reviewed. Biases about student disclosure, as well as developing courses in light of current events, also are discussed. Then, a decision-making model rooted in the self-disclosure research is presented, one that psychology professors can use to assess, respond to, and manage students' disclosures. Implications for the development of, and future research using, the decision-making model conclude the report.

***Poster 6: There Is No 'You' In Team: Narcissism, Machiavellianism And Psychopathy Predict Group Assessment Preferences***

**Author:** Benjamin Crossey, Queen's University Belfast, UK

**Abstract:** Research into the role that students' personalities play in their experiences of higher education has tended to focus on the so-called 'bright traits' (e.g., The Big Five). However research on the 'dark triad' personality characteristics (i.e., narcissism, psychopathy, Machiavellianism) suggests that these antisocial traits may be important predictors of educational attainment. What's more, students exhibiting high levels of these characteristics are likely to have a deleterious impact on the performance and wellbeing of other students in their cohort. In the present study, undergraduate psychology students ( $n = 184$ ) completed a series of measures assessing dark triad characteristics alongside assessment preferences (e.g., written examinations, group presentations, written coursework). Each dark triad characteristic predicted a distinctive assessment preference (e.g., narcissism: group presentations). Irrespective of which dark triad trait was considered, those scoring highly on dark triad traits also reported engaging in more destructive behaviours during group assessments (e.g., failing to do the work assigned to them, bullying) and believed they had likely been responsible for other group members receiving lower grades than would have otherwise been awarded. Implications of these novel findings are discussed.

***Poster 7: "My home is my castle" – Still the case with home-schooling?***

**Authors:**

Hanna Czell, Universität Klagenfurt, Austria

Daniela Geyer, Universität Klagenfurt, Austria

Barbara Hanfstingl, Universität Klagenfurt, Austria

**Abstract:** Previous research has established that teachers' well-being is associated with recovery ability and adaptive coping strategies. Due to the Covid-19 pandemic, school-teachers are facing new burdens in their work life, such as reorganization of their daily work, online teaching, and fostering students' distance learning. Since the pandemic poses an unfamiliar, stressful situation, this study explores the effect these new circumstances have on teachers' well-being. In particular, this project focuses on teachers' recovery ability in the face of the pandemic and it aims at investigating which strategies teachers use to cope with work-related stress. For data collection, an online questionnaire was sent to Austrian secondary school teachers asking about the work situation, attitude toward work (AVEM), and coping behavior (Brief COPE). First results indicate that the pandemic has had a negative impact on teachers' job satisfaction, their workload and their ability to relax in their leisure time.

***Poster 8: Non-directive reflective prompts in remote settings: effects on performance, motivation, strategy and resource use in higher education***

**Authors:**

Moiken Jessen, JMU Würzburg, Germany



Klaus Lingel, JMU Würzburg, Germany

Tobias Richter, JMU Würzburg, Germany

Roland Stein, JMU Würzburg, Germany

**Abstract:** In the light of the current COVID19 crisis sparking a peak in online learning, the question of how to support learners in remote settings is more relevant than ever. Students in tertiary education are often considered competent learners even in demanding settings such as online or Computer-Based Learning Environments (CBLE). However, these remote settings pose particularly high demands on the self-regulation of learning. To foster students' self-regulated learning, we designed a non-directive written prompt, motivating students' reflection on resources and strategy application. 360 students taking part in a computer-based (online) psychology class were randomly assigned to either an intervention condition (n=159) receiving the non-directive written prompt prior to the exam or a control condition (n=201). Analyses of final grade, resources used, time spent on task, and motivation showed no differences between groups but students in the intervention condition reported more self-regulation strategies. We observed that strategy use was positively associated with the final grade. Our results show that a short, one-time non-directive prompt in a remote learning setting had a mildly positive effect on the application of learning strategies. However, it was not strong enough to produce better grades, better use of resources or enhanced motivation. We discuss possible explanations and remedies and directions for future research.

**Poster 9: "It's a love-hate relationship" Higher education (HE) psychology students' attitudes and experiences of research methods and statistics modules**

Authors:

Abigail Jones, Birmingham City University, UK

Jeffrey Wood, Birmingham City University, UK

Emma McDonald, Birmingham City University, UK

Keeley Abbott, Birmingham City University, UK

**Abstract:** The value of statistics education is an integral component of higher education (HE), which is not limited only to mathematical disciplines. The successful completion of compulsory research methods and statistics courses are required in the United Kingdom for accredited undergraduate and postgraduate psychology degrees (British psychological society, 2017; British psychological society, 2019). However, copious literature states previous mathematical experiences, statistics anxiety (SA) and negative attitudes towards statistics pose psychological barriers to learning, engagement and success in HE research methods and statistics courses (Nielson & Kreiner, 2018; Onwuegbuzie, 1997). Previous quantitative research mainly utilised The Statistics anxiety rating scale (STARS) (Cruise et al., 1985), to measure SA due to high reliability with a Cronbach's range between 0.68 to 0.94 (Cruise et al., 1985) and an acceptable internal consistency ranging from .81 to .94 (Chew, Dillon & Swinbourne, 2018). The STARS contains six subscales which aim to measure SA as a multidimensional construct (1) the worth of statistics, (2) interpretation anxiety, (3) test and class anxiety, (4) computational self-concept, (5) fear of asking for help and (6) fear of statistics teachers. The STARS and similar Likert-type response scales dominate the previous literature regarding SA and attitudes towards statistics, as the ease and convenience of such scales have been identified (Gal & Ginsburg, 1994). Gal and Ginsburg (1994) criticised scales limited individualist information regarding students as such information is integral to better understand non-cognitive constructs (i.e. attitudes, beliefs and feelings).

**Poster 10: Now You See Me, Now You Don't: Student Engagement, Student-Instructor Relationship and Webcam use in Synchronous Courses**



### Authors:

Hrysanthi Kiranou, Deree College, the American College of Greece, Greece

Irene Karayianni, Deree College, the American College of Greece, Greece

**Abstract:** The new reality shaped by COVID-19 has brought changes to the academic setting, fostering online learning for college students. During synchronous lectures, college students are given the opportunity to use their webcam as a means of increasing social presence. Considering that online learning procedures are still under investigation, the aim of the study was to investigate the relationship between student engagement, webcam use, and student-instructor relationship. It was hypothesized that student engagement would be positively correlated with webcam use frequency, and student-instructor relationship would mediate this relationship. Additionally, females were expected to report higher webcam use frequency than males. Differences in webcam use between a private and public institutions were also examined. An online survey was administered to 68 undergraduate students from private and public institutions. Students completed the University Student Engagement Inventory (USEI) and the Student-Instructor Relationship Scale (SIRS). There was a positive correlation between student engagement and webcam use, while student-instructor relationship did not mediate the relationship. The hypothesis regarding gender differences was not supported. Finally, webcam use frequency was higher among Private college students. The aim of the study was to shed light to the new learning circumstances and identify possible factors that are related to student engagement.

**Keywords:** student engagement, webcam use, online learning, student – instructor relationship

### ***Poster 11: Critical thinking and Professional Self-Efficacy of University Teachers at Faculties of Education in the Changing Educational Environment***

### Authors:

Iva Koribská, Palacký University in Olomouc, Czech Republic

Štefan Chudý, Palacký University in Olomouc, Czech Republic

Jitka Plischke, Palacký University in Olomouc, Czech Republic

**Abstract:** In our research, we focus on how academic staff at Faculties of Education in the Czech Republic differ in terms of perceptions of their professional self-efficacy, their dominant dimension of critical thinking and their attitudes to the changing educational environment. We aim to find out what groups of critical thinkers can be defined among university teachers, how these groups perceive their teaching self-efficacy in the online environment and what are their attitudes to online teaching in the context of current educational trends. The research problem is based on the assumption of certain relationships between critical thinking and professional self-efficacy, and at the same time we assume that these relationships are emphasized especially in actions that require innovative solutions, making judgments about our potential to face new challenges and organize this activity.

### ***Poster 12: In the Eye of the Beholder: Students' perception of what it means to be an effective teacher***

### Author:

Pär Ljöfstrand, Mid Sweden University, Sweden

Ulrik Terp, Karlstad University, Sweden

**Abstract:** The aim of this study is to assess how students from different contexts (upper secondary school and university) experience teacher behavior. The participants, (N=243) responded to a survey consisting of teacher behavior checklist (TBC). The result reveals five dimensions of teacher behavior. These dimensions were



*analytic, caring, interactive, coaching* and *instrumental professionalism*. The analysis revealed differences according to gender as female students rated the factors in four of five cases as more important than male students did. There were also differences according to educational level. Upper secondary school students rated the caring dimension with skills such as *good listener, relation builder* and *understanding* higher than university students did. University students rated the instrumental professionalism dimension with skills such as technical knowledge and well-prepared higher than the secondary upper school students did.

### **Poster 13: Hope, Thoughts and Emotions Among Vocational Learning Students**

#### Authors:

Pär Löfstrand, Mid Sweden University, Sweden

Ulrik Terp, Karlstad University, Sweden

Abstract: The aim of this study is to reveal how hopefulness, stressfulness and physical activity relates to factors that has impact over the learning environment for vocational students. The results show that the grade of hope, stress and physical activity balance with a number of different elements, each of which indicates students' opportunities for success in school. The results also reveal differences according to students' gender on a number of elements. Through factor analysis, 35 variables concerning the students learning situation were placed into four overall dimensions. These dimensions were. 1. Ability in School. 2. Self-efficacy. 3. The teacher, school and support. 4. Respect, relations and safety. Each of these dimensions exposed significant differences between students who experienced a high degree of hope compared with students who indicated a lower level of hopefulness. Furthermore, students with a lower degree of perceived stress showed a higher degree of hope. Students with a lower degree of stress also had higher results on the dimension ability in school. Students with a higher level of physical activity were more hopeful and they also had a higher belief in themselves as they had higher scores on the self-efficacy dimension. Students with lower levels of stressfulness were also more hopeful.

Keywords: Emotions, Hope, Physical activity, Self-efficacy, Stress

### **Poster 14: Investigating the Journey of Becoming a Psychology Teacher: A Qualitative Longitudinal Study Focusing on Students' Conceptions of Didactics of Psychology**

#### Authors:

Justine Patrzek, Paderborn University, Germany

Ingrid Scharlau, Paderborn University, Germany

Abstract: In our paper, we present a prospective qualitative longitudinal study on university students in a teacher education program with psychology as a subject. We aim to investigate these students' conceptions about didactics of psychology from the beginning of their studies to their entry into the profession. To date, discussions about didactics of psychology have revolved almost exclusively around how psychology can be taught in schools, but have not considered the acquisition and development of university students' conceptions about didactics of psychology. In a qualitative longitudinal study with a total of six measurement points, we want to understand the development of the students' conceptions about didactics by means of qualitative in-depth interviews. At each measurement point, we are interested in the conceptions as well as students' individual variables (e.g., epistemological beliefs), university training, and school-based practical experiences that can influence the students' conceptions. The interviews will be analyzed using qualitative reconstructive procedures both cross-sectionally for each measurement point and longitudinally across the measurement points. The results of the study will be discussed against the background of university training of psychology teachers, the interlocking of university training and teaching activities in



schools, and development of theories concerning didactics of psychology. We would like to discuss our prospective study with interested persons at the conference.

### ***Poster 15: Detecting cheaters and plagiarism in online exams – techniques and data***

#### Authors:

Rainer Scheuchenpflug, Universität Würzburg, Germany

Alexander Hörnlein, Universität Würzburg, Germany

**Abstract:** We report practical experiences with timed synchronous online exams (TSO) administered via a system for teaching, training and testing (CaseTrain) developed at the University of Würzburg, Germany. The system has been used for 19 TSO-exams with 1958 participants in summer term 2020 and for 36 TSO-exams with 3337 participants in winter term 2020/21 in diverse fields of Psychology as well as in other programs at the university, with a maximum of 269 participants per exam. We developed different techniques to detect cheating (exchange of solutions between participants; copying solutions from other sources) based on log-file analysis and by providing different problems to different participants by creation of randomized data sets. Cheating was found in 3 of 12 online exams where the techniques were used. Log-file analysis of text answers identified one cheating person in 61 participants. Different data sets helped to identify 6 cheaters in 394 participants in SS20 and 3 in 389 participants in WS20/21. In addition 4 of 394 participants in SS20 were convicted of exchanging solutions due to identical, but otherwise singular error patterns. So, the common prejudice of “unlimited cheating in synchronous online exams” is not supported by empirical data.

### ***Poster 16: Concurrent prospective memory task increases MW during online reading for difficult but not easy texts***

#### Authors:

Teresa Schurer, Martin Luther University Halle-Wittenberg, Halle, Germany

Bertram Opitz, University of Surrey, Guildford, UK

Torsten Schubert, Martin Luther University Halle-Wittenberg, Halle, Germany

**Abstract:** Mind wandering (MW) is a pervasive daily phenomenon of mental activity and many prior theories tried to explain the relationship between attentional processes and MW. The resource-demand matching view argues that a mismatch between task demands and resources led to more MW. This study aims to test this view against competing models by inducing MW through increasing the level of demands via adding a prospective memory task to cognitively demanding tasks like reading. We hypothesized that participants with a second task still in mind (unfinished group), engage more in task-unrelated thoughts (TUTs) and showed less text comprehension compared to participants who think a second task is finished (finished group). 72 participants had to study to-do list items for a recall test. After a cued recall of 10 items, participants were either told that a second task was finished or that the retrieval of the to-do list tasks was interrupted. All participants then started reading an easy or difficult version of the same unfamiliar hypertext while being thought probed. Text comprehension measures followed. As expected, participants in the unfinished group showed significantly more TUTs than participants in the finished group when reading difficult texts, but did not show better text comprehension measures. Nevertheless, participants compensate for the influence of the second task by reading longer, which in turn has a positive effect on their reading knowledge. These findings are in support of the resource-demand-matching model and thus deepen assumptions about the processing of attention during reading.



### **Poster 17: COVID-19 and Psychology: A Challenge to Broaden Ethics Education**

Author: H. Russell Searight, Lake Superior State University, Sault Sainte Marie, Michigan USA

Abstract: The COVID 19 pandemic is challenging psychology on multiple fronts including education, clinical, practice, and research. COVID-19's pervasive social impact illustrates the value of an interdisciplinary perspective for psychology education. This presentation focuses on the importance of extending psychology students' education in ethics to include models of moral reasoning from biomedicine and public health. McGovern et al. (2010) include "acting ethically" as a component of psychological literacy. Subsequent revisions of this definition emphasize a psychologically literate citizen's ability to address societal well-being at the international level (Cranney & Morris, 2011). In undergraduate psychology education, the topic of ethics is frequently addressed by exposing students to the codes of professional organizations such as the European Federation of Psychological Associations, the American Psychological Association and trans-disciplinary research guidelines such as the Declaration of Helsinki. These codes include sets of principles, professional virtues and behavioral guidelines not contextualized in ethical theory. The absence of a theoretical basis makes it difficult to systematically evaluate new dilemmas, such as those arising in the pandemic, not addressed by current ethical codes or in which their principles conflict. By including ethical models drawn from biomedicine and public health, including Kantian deontology, Mill and Bentham's utilitarianism, virtue ethics and Beauchamp and Childress' (2009) principlism, psychology instruction can provide students with systems of moral reasoning that can be applied to new complex ethical challenges such as those arising from COVID-19. Case vignettes illustrating ethical dilemmas from the COVID-19 pandemic will be included to demonstrate application of these models.

### **Poster 18: Exploring the factors that contribute to good mental wellbeing in postgraduate students who teach**

Authors:

Hannah Slack, University of Nottingham, UK

Madeleine Pownall, University of Leeds, UK

Abstract: In pedagogic research, the responsibilities, behaviours, and perceptions of staff and students have been well-explored. However, there is an emerging role within Higher Education (HE) that is notably lacking from any in-depth pedagogic exploration. Graduate Teaching Assistants (GTAs), or Postgraduates who Teach (PwT) are increasingly resourced to deliver teaching and learning in HE. Despite this, limited research has been conducted to investigate the impact of these increased teaching responsibilities on PwT's mental well-being. Previous research has shown that poor wellbeing is often reported amongst postgraduate students. Therefore, an investigation into the impact of these additional teaching responsibilities on PwTs' mental well-being is warranted. Using a mixed methods design, we explored the extent to which teaching social identity, pride and investment in one's teaching role, work/life balance, agency over teaching, motivation, perceived effectiveness of teaching and self-concept can predict PwT's mental wellbeing. To achieve this, PwTs completed an online survey where they rated their experience in their teaching role and their recent mental wellbeing on a series of Likert scales. We expect to find that higher agency over teaching practice, teaching social identity, self-concept, and perceived effectiveness of teaching will significantly predict higher self-reported mental wellbeing. This finding will indicate that postgraduate teaching roles need to be designed in a way that allows PwTs agency over their teaching duties.

### **Poster 19: Online exams & the role of communication and trust**

Author: Lucie Viktorová, Palacký University Olomouc, Czech Republic

Abstract: Although it's by far not a new concept, doing online exams took some university teachers (and possibly students, too) by surprise during the last year. Particularly in high-stakes cases in which



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they were used to having “full control” over the situation – such as admission exams or final state exams – the unavoidable switch to online mode posed quite a burden to deal with, for some for the first time. The poster aims to present some lessons learned at our faculty, especially at the department of psychology, regarding online examinations (both written AND oral), whether at the end of the courses, final state exams, or within the admission process for bachelor’s and master’s level of psychology. We will focus on the role of clear and timely communication and trust between the teachers and students in the process.



#### ***Paper 1: Does the use of gender-fair language impair the comprehensibility of video lectures?***

##### Authors:

Marcus Friedrich, Institute of Educational Psychology, TU Braunschweig, Germany

Elke Heise, Institute of Educational Psychology, TU Braunschweig, Germany

Jennifer Muselick, Institute of Educational Psychology, TU Braunschweig, Germany

**Abstract:** Gender-fair language makes women and other genders more visible. Gender-fair language is particularly relevant to so-called grammatical gender languages such as German or Spanish, in which most nouns and pronouns are assigned to a specific gender. Yet, it is commonly argued that gender-fair language leads to less frequent words and longer sentences and therefore impairs comprehensibility and aesthetic appeal. Experiments show small effects of gender-fair language on aesthetic appeal, as well as an impairment of comprehensibility for only some forms of gender-fair language. Yet, there are no studies regarding the comprehensibility of gender-fair language in video lectures, even though videos are being used more and more in teaching, especially during the COVID-19 pandemic. The present study tested the critics' assumptions that gender-fair language impairs comprehensibility and aesthetic appeal of videos. In an ongoing experiment with N = 92 students, participants watched a video on self-determination theory, either with masculine-only forms or using the glottal plosive, a form of spoken gender-fair language using a short pause between the root and the feminine ending of words (e.g. in German "Leser?innen", ~fe?male readers). Subsequently, participants completed an adapted questionnaire regarding the video's comprehensibility. Preliminary results show an impairment of the ease to decode the syntax of the sentences ( $d = 0.41$ ) and the aesthetic appeal of the videos ( $d = 0.38$ ), but no impairment regarding the ease to ascribe meaning to the words ( $d = 0.01$ ) and the general subjective comprehensibility ( $d = 0.23$ ). The common claim is therefore questionable.

#### ***Paper 2: Teaching Online: On the Topic of Stereotypes, Self-Awareness and Critical Reflection***

##### Authors:

Camilla Hakelind, Umeå University, Sweden

Anders Steinvall, Umeå University, Sweden

**Abstract:** Background: Constructs such as stereotypes are often perceived as distant and abstract to us, making the teaching and learning of self-awareness and critical reflection related to such topics difficult, and perhaps even more challenging online.

Aim: This presentation aims to explain how we have used online active-learning methods to facilitate the teaching of stereotypes in a way that stimulates critical reflection and self-awareness.

Method: Teaching a basic personality course for first year students on the topic of gender stereotypes, two identical versions of one recorded case, where the characters are switched for gender were used. Students were tasked to rate the personality of the characters in order to capture stereotypes. They were then presented with their own group level data, creating an aha-moment in which the students get a sense of their own gender stereotypes. Thereafter students were engaged in a guided discussion seminar and finally tasked to reflect individually. All steps were performed online during the pandemic.

Results: Using a gender-switched case for students to rate created a common experience to discuss, which has been proven useful to challenge students' assumptions related to stereotypes and gender. Both students' reflections during the seminar and in writing showed self-awareness and ability of critical reflection.



Discussion: Students seem to gain a deeper understanding of how gender stereotypes influence them using this type of pedagogy. All aspects of the teaching method can be performed online. We have now used this method for several semesters with similar results.

***Paper 3: Self-directed study behavior in the first semester: Usage of a digital learning system under pandemic conditions compared to normal conditions***

Authors:

Stefan Münzer, Universität Mannheim, Germany

Samuel Wissel, Universität Mannheim, Germany

Marc Philipp Janson, Universität Mannheim, Germany

Benedict C. O. F. Fehringer, Universität Mannheim, Germany

Abstract: Studying at university under pandemic study conditions requires self-regulated learning. We investigated actual self-regulated learning behavior of a heterogeneous group of first-semester students enrolled in teacher education. The students took part in an introductory weekly lecture about educational psychology. An additional digital learning system (DLS) was used that facilitates learning through elaboration questions, retrieval practice, and monitoring learning success. Data from the DLS comprised the number of days spent learning in the DLS, the number of questions answered in the DLS, and a central learning index of the DLS that summarizes success of retrieval practice. We compared the learning behavior under pandemic study conditions (2020) with a previous cohort under normal study conditions (2019). Results show that the digital learning system was more intensively used under pandemic study conditions, and the learning success index in the DLS was considerably higher. Success of learning in the DLS was related to success in the lecture exam while controlling for individual differences in the student's *Abitur* grade. Moreover, the variance fraction of the exam score that could be explained by differences in the DLS index was significantly higher when the DLS was more intensively used. It is possible to support and to observe self-regulated learning of students with a digital learning system. Under pandemic conditions, students used the opportunity more intensively and gained higher learning success.

***Paper 4: What have we learned about the teaching of psychology during COVID-19 pandemics?***

Authors:

Lenka Sokolová, Comenius University in Bratislava, Slovakia

Ioulia Papageorgi, University of Nicosia, Cyprus

Stephan Dutke, University of Muenster, Germany

Iva Stuchlíková, University of South Bohemia in České Budějovice, Czech Republic

Morag Williamson, Edinburgh Napier University, UK

Helen Bakker, University of Utrecht, The Netherlands

Abstract: COVID-19 pandemic has changed our way of life and affected many professionals, including teachers. At the beginning of school closures in Europe, the EFPA's Board of Educational Affairs designed a survey to gather data about psychology educators' very first experiences with distance teaching. This study investigates how psychology educators coped with the teaching of psychology during the first wave of the COVID-19 pandemic. Participants were 696 secondary school and university teachers from 28 European countries. Descriptive analysis was used to analyze typical trends in the use of technology and teaching methods in distance teaching and to describe barriers and examples of good practice. It seemed that psychology educators around Europe faced similar challenges in distance teaching. Some differences were found among teachers in secondary and



tertiary education and also across age groups. Even though the situation was new and challenging for most of the teachers, they reported also examples of good practice in distance teaching psychology. On the other hand, several critical issues were revealed regarding ethics and practical skills training.

***Paper 5: Fostering pre-service teachers' technology acceptance – Does the type of engagement with information matter?***

Authors:

Christina Wekerle, University of Augsburg, Germany

Tugce Bozkus, University of Augsburg, Germany

Ingo Kollar, University of Augsburg, Germany

Abstract: The quality of teachers' technology use in the classroom has found to be influenced by their technology acceptance. However, as German teachers' technology acceptance seems to be comparably low on an international scale, we argue that it should be facilitated in pre-service teacher education courses. Based on the ICAP framework, we assume that encouraging pre-service teachers to engage with information about technology's potential in a constructive instead of a passive way might increase their perceived usefulness (PU) and perceived ease of use (PEU) of technology. We investigated this assumption with a sample of N=53 pre-service teachers, who were either asked to read a blog entry about the potential of a collaborative mindmapping tool (passive condition) or to work on small, open-ended tasks covering the same information aspects as the blog entry (constructive condition). Pre-service teachers rated the PU and PEU of the tool before and after the intervention. Contrary to our assumptions, reading a blog entry not only significantly contributed to pre-service teachers' more positive PEU but also PU at least in tendency compared to constructively working on open-ended exercises. Possible explanations for these effects will be discussed.



#### ***Paper 1: Retrieval practice effects in a psychology lecture: Illustrating the relevance of study design, item difficulty, and selection of dependent measures***

##### Authors:

Jonathan Barenberg, University of Münster, Germany

Stephan Dutke, University of Münster, Germany

**Abstract:** This study investigated the effects of retrieval practice on the cognitive and metacognitive learning outcome in a psychology lecture at university. In a within-subjects design, students completed an intermediate knowledge test in the 9<sup>th</sup> session and a final test in the 13<sup>th</sup> session of the semester. Both tests assessed students' correctness of answering and confidence in their answers. In the final test, items that were intermediately tested were answered as correctly as items that were not intermediately tested. The failure to find a testing effect at the level of cognitive performance could not be attributed to interference with item difficulty as intermediately tested and not tested items were balanced according to their a priori difficulty. However, testing improved performance at the metacognitive level. Confidence ratings were more accurate and less biased in items that were intermediately tested compared to items not intermediately tested. The results are discussed in the context of metacognitive monitoring as a condition of self-regulated learning in an authentic psychology learning context.

#### ***Paper 2: The use of Learning Analytics to improve learning and teaching in Psychological Assessment***

##### Authors:

Natalie Borter, University of Bern, Switzerland

Stefan Troche, University of Bern, Switzerland

**Abstract:** At the University of Bern, "Psychological Assessment" is a mandatory course in the Master study program Psychology. To understand the complex content, prior knowledge from the preceding Bachelor program and basics in statistics / mathematics are required. Due to Covid, the purely face-to-face format of an exercise accompanying the lecture was changed to a digital online format. For this purpose, six formative assessments were constructed with which the students could probe each second week whether they have acquired the study matter of the lecture. With these assessments we also implemented learning analytics to better understand students learning behavior and to adaptively show them feedbacks or advice for further reading. The analysis of the collected data from 153 students in fall semester 2020 revealed that the students differed greatly in their prior knowledge, which they should have acquired in the preceding Bachelor program. In addition, the prior knowledge was highly related to both the formative assessments during the course and the final grade. Furthermore, performance in the formative assessments was related to some (but not all) indicators of learning behavior (such as "effort" or "listening to the podcasts of the lecture") and strongly predicted the final grade. Due to the success of the Learning Analytics approach, we aim at a blended learning format after Covid, combining the best of "digital online" and "face-to-face" teaching. Within the online part, learning analytics enables adaptive teaching, which seems to be mandatory to meet the different needs of students with large differences in prior knowledge.

#### ***Paper 3: Fostering Learning in Formal Assessment: The type of feedback matters!***

##### Authors:

Veit Kubik, Bielefeld University, Germany



Natalie Enders, Universität Hildesheim, Germany

Robert Gaschler, FernUniversität Hagen, Germany

**Abstract:** Online-quizzes are an economic and objective method for formative assessment in universities. However, closed questions have been criticized for promoting shallow learning and resulting often in poor learning outcomes. These disadvantages can be overcome by embedding closed questions in effective instructional designs involving feedback. We report two studies evaluating the benefits of elaborate versus corrective feedback on knowledge acquisition in an online course at a distance university. In Study 1 (Enders et al., 2021;  $N = 496$ ), participants completed the same online quiz of 60 true–false statements in two sessions. In Session 1, students obtained elaborate feedback (i.e., by providing explanations for the in-/correctness) and corrective feedback (i.e., just indicating the in-/correctness) for half of the items, respectively. This study revealed that elaborate feedback enhanced students' tests scores in Session 2, as compared to corrective feedback. Moreover, elaborate feedback was more effective in fostering learning following incorrect answers in Session 1, as compared to following correct answers. In Study 2, we currently conduct a follow-up study involving a conceptual replication and extension of Enders et al. (2021), with the data collection being finalized in July 2021. Again, we examine the beneficial effect of elaborate over corrective feedback on test performance. Critically, beyond measuring memory performance, we investigate the effects of feedback type on transfer performance as well as additionally measured participants' subjective confidence for their single-choice answers.

***Paper 4: Promoting the acquisition of the core teaching competencies necessary for selecting, designing and implementing cognitively activating learning tasks: lessons learned from a competence-oriented online seminar***

Authors:

Julia Rose, TU Dresden, Germany

Frauke Düwel, TU Dresden, Germany

Claudia Prescher, TU Dresden, Germany

Kerstin Kisielski, TU Dresden, Germany

Herrmann Körndle, TU Dresden, Germany

Susanne Narciss, TU Dresden, Germany

**Abstract:** Competence-oriented seminar concepts for central teaching competencies are of high relevance, but they are rather scarce due to their complex design, implementation and evaluation issues. The purposes of this project were to address these issues by developing, iteratively optimizing and evaluating a competence-oriented seminar concept on the topic of “how to design and implement learning tasks in a cognitively activating way”. This paper reports firstly on how the competence-oriented seminar concept was developed on the basis psychological and didactical findings and models. It further describes the online implementation of this seminar, and the competence-oriented evaluation of this seminar concept. The benefits and constraints of this course concept have been previously explored with several groups of teacher students in face-to-face teaching settings. In summary, the findings of these evaluations indicate that the students valued the mix of elaborating their knowledge, and developing skills in applying this knowledge to teaching scenarios very much. Furthermore, an evaluation study of the face-to-face implementation of the seminar ( $N = 46$ ) revealed that the seminar participants achieved a clear increase in competence from the pre- to the post-test. We are currently collecting data on the online implementation of the seminar concept, in order to explore the seminar's benefits and boundary conditions in this context.



The findings and lessons learned from this field study will be discussed with regard to their implications for the design, online implementation and online evaluation of competence-oriented seminar concepts.

***Paper 5: User design for digital education: a combined UX and eye tracking study evaluating online course in Psychology***

Authors:

Joanna Wincenciak, University of Glasgow, UK

Elliot Millington, University of Glasgow, UK

Yuki Deng, University of Glasgow, UK

Kat Husbands, University of Glasgow, UK

Abstract: How our behaviour and learning is affected by technology and how technology can be designed to best complement our abilities has been of an increased interest of psychologists and educators in recent years. In this project we evaluated how learning design of an online course in Psychology, hosted on a virtual learning environment, Moodle, impacts on the students' quality of learning experience. Adopting the learning analytics for learning design framework, this study utilised user experience (UX) methodologies and mobile eye tracking in analysing the behaviour of 12 students while they were completing seven learning tasks. Results of the touchstone tours including participants observation, task narration and screen capture revealed students desire for consistency, affordances and preference for clear visual aesthetics. These were supported by the analysis of gaze behaviours and follow-up interview. Taken together, this study highlights the utility of learning analytics and measuring user experience in the design and delivery on an online, distance learning course in Psychology. In addition, it identified barriers to an effective student engagement and proposed recommendation for course design that foster agency and mutual dialog.



#### ***False News! Misinformation! Alternative Facts! Trolls and Bots: Critical Thinking Just may be an Antidote for the Chaos of our Times***

Author: Diane Halpern, Keck Graduate Institute, Emerita, USA; Claremont McKenna College, Emerita, USA

Abstract: We are experiencing a global crisis in critical thinking (CT) with the number of ways to mislead citizens multiplying every day. There is considerable evidence that when CT skills are taught for transfer, students can improve in their ability to think critically. Some examples of CT skills are evaluating the source of information, making cost: benefit analyses, giving reasons that support and fail to support a conclusion, recognizing self-serving biases, not confusing correlation with cause, and many more. An unknown proportion of the population will resist CT, but there is also a portion of the population that may improve how they think about real-world issues. Effectively teaching CT skills is the most difficult and most important job we will ever do as teachers. The challenges are great, but we have tools to tackle them, if we are ready to use them.

#### Short CV

Diane F. Halpern is the Dean of Social Sciences, Emerita at the Minerva Schools at KGI, professor of psychology, Emerita at Claremont McKenna College, and a past president of the American Psychological Association and the Society for Teaching of Psychology. Diane has published hundreds of articles and many books including, *Thought and Knowledge: An Introduction to Critical Thinking* (5th Ed., new edition with Dana Dunn as co-author in press), *Sex Differences in Cognitive Abilities* (4th ed.), and *Women at the Top: Powerful Leaders Tell Us How to Combine Work and Family* (co-authored with Fanny Cheung). She has two books published in 2021: *The Cambridge International Handbook for Psychology of Women* (co-edited with Fanny Cheung) and *Critical Thinking in Psychology* (co-edited with Robert Sternberg).



Friday, September 3rd

### Symposium 2

#### ***Alternative Approaches to the Teaching of Introductory Psychology***

Abstract: Introductory psychology courses are highly influenced by the established topical textbook structure that defines the selection of course content and presents topics in a rather disconnected fashion. In the late 1970s and 1980s, there also appeared consistent alternative approaches which aim at surmounting some of the shortcomings of conventional introductory courses (“inert knowledge”, no big picture of the field, few established findings, lack of conceptual consistency, etc.). Despite their potential, these approaches were overlooked and little discussed by instructors. The aim of the symposium is to review alternatives in introductory psychology, to justify their use and to discuss their (possible) impact on pedagogical pluralism and course design for psychology majors and minors and liberal arts students at high school and universities.

The talk of H. Russell Searight (Lake Superior State University, Sault Ste. Marie, MI) discusses the benefits of the *perspective-based* approach and its contribution to liberal arts education from the perspective of William James’ pragmatism.

Hans-Peter Nolting (University of Göttingen, Germany) presents his integrative model of mental-behavioral events as a systemic structure which constitutes the subject and the teaching of psychology.

Paul Georg Geiss (University of Vienna, Austria) assesses the impact of alternative approaches developed in higher education to pre-tertiary psychology education at vocational and high schools.

Organizer: Paul Georg Geiss, Department of Philosophy, University of Vienna, Austria

Chair: Ingrid Scharlau, University of Paderborn, Germany

#### ***Paper 1: William James’ Pragmatism and the Benefits of a Perspective-Based Approach to Introductory Psychology***

Author: Russell Searight, Lake Superior State University, Sault Sainte Marie, Michigan USA

Abstract: Introductory psychology is a highly popular university course. Presently, the most common approach to teaching the course is by topic with modules focusing on subjects such as behavioral neuroscience, principles of learning, sensation, perception, and social psychology. An alternative to the topical approach is organized around psychology’s major perspectives including behavioral, psychodynamic, cognitive, biological, interpersonal and evolutionary theories. Pragmatically there are three major reasons to organize introductory psychology around perspectives. The majority of students enrolled in the course are not psychology majors. Many of these students will graduate from university and begin their career in fields such as business. A perspective-based approach includes transferable skills such as critical thinking, being able to evaluate new problems from multiple perspectives and emotional intelligence. An introductory psychology course emphasizing research findings will be teaching research findings that have an information half-life of 7- 10 years. Psychology’s major perspectives have much greater temporal durability. Finally, a perspective-based course has the potential to promote students’ cognitive development by enhancing complex reasoning, challenging pre-existing assumptions about human behavior and placing evidence in explanatory contexts.

#### ***Paper 2: An integrative system-related approach to introductory psychology – for coherence and transfer***

Authors Hans-Peter Nolting, University of Göttingen, Germany

Abstract: Whereas most introductions cover a series of unconnected topic areas, and the perspective-based approach covers different kinds of theoretical thinking, the integrative approach emphasizes the common aspects of psychology’s subject matter. It attempts to guide students



towards conceiving mind and behavior as a coherent system. The center of the approach is a two-dimensional structure of fundamental psychological aspects which are not associated with any specific theoretical perspective. This fundamental structure serves as an advance organizer that accompanies all sections of the introductory course. The primary benefits of the integrative approach are coherence and transfer.

### ***Paper 3: Alternative Approaches to High School Psychology***

Author: Paul Georg Geiss, University of Vienna, Austria

Abstract: Introductory psychology is a highly popular subject at high schools which can be taken as an elective or compulsory course of general or vocational education. Although pre-tertiary psychology classes have steadily increased since the 1980s in various countries, there has emerged little academic discourse about alternative approaches to introductory psychology that would more closely reflect pedagogical needs and be adapted to different target groups. Instead, pre-tertiary psychology remained highly influenced by the topical approach of introductory psychology classes in higher education, despite the problems and shortcomings of this approach identified by teachers and researchers. This paper reviews alternative approaches to the teaching of high school psychology and describes how these approaches have affected high school psychology in USA, Great Britain and German-speaking countries in recent years. Despite the pedagogical pluralism about methods and specific teaching goals in the field, specialists on alternative approaches agree in principle that students can highly benefit from problem-based instruction, the promotion of critical thinking skills and the application of psychological principles to real world cases in course designs.

Discussant: Lenka Sókolova, Comenius University, Bratislava, Slovakia



#### Perception of Online Teaching

##### ***Paper 1: The Learning Environment in Online Teaching – a comparison of student experiences when taught face-to-face or online***

Authors: Michael Gruber, Umeå University, Sweden

Abstract: Mid-March 2020 most teaching at Swedish universities went online due to the COVID-19 pandemic. This gave the opportunity to compare learning experiences between two groups of students taking the same course in the fall of 2019 and 2020 either on campus or online. The course is based on a high level of student active learning and few lectures. The course uses a jigsaw approach where students first read scientific papers on core themes and prepare presentations in focus groups, and then present to each other individually in mixed groups. All examination in the course is in the form of these individual presentations. The students learning experiences were measured using the Learning Experience Questionnaire (LEQ) containing 22 questions targeting three aspects of the experienced learning environment: meaningfulness, comprehensibility, and manageability. Data suggest that the aspect of the learning environment that was affected most negatively in the online situation was manageability, that is, how students experience adequate prior knowledge, time for reflection, varying study options, opportunity to collaborate and to get support from teachers and peers. Results will be discussed to better understand the consequences of online teaching and adequate pedagogical adaptations in relation to the students learning environment.

##### ***Paper 2: Examining skills and abilities before and during the pandemic – Psychology students' perceptions of a traditional and digital OSCE***

Authors:

Camilla Hakelind, Umeå University, Sweden

Anna Sundström, Umeå University, Sweden

Abstract:

**Background:** Examining clinical competence in psychology is a challenge. In medical settings the practical examination form OSCE (objective structured clinical examination) is commonly used but often associated with stress. In psychology settings this examination form is more seldomly used. It was introduced in 2018 to improve quality of the clinical psychologist program at Umeå University, however, the covid-19 pandemic demanded a digital version of OSCE.

**Aim:** The aim of the present study was to examine students' perceptions of the OSCE examination in general, and possible differences in perception of the two OSCE formats.

**Method:** 45 students answered a web-based questionnaire comprising questions concerning their feelings and perception of the preparative course and the OSCE.

**Results:** The majority of the students' considered the OSCE to be important (89%), contributing to learning (96%) and a favorable examination method for clinical skills (89%). They valued the OSCE as relevant to the course (98%), to the psychologist role (98%), as well as fair (69%). Many of the students felt nervous (76%) and stressed (60%) taking the OSCE. Few differences between students' perception of traditional and digital OSCE was found.

**Discussion:** Students generally perceived the OSCE as a positive and favorable experience. In line with earlier studies, it is also to be seen as a high-stake examination, putting pressure on the students. The two different versions of the OSCE were rated similarly, indicating that the experience of a traditional and digital OSCE could be considered rather equivalent from a student point of view.



### ***Paper 3: Understanding students' perceptions of online learning to inform the future of Psychology teaching***

#### Authors:

Richard Harris, School of Psychology University of Leeds, UK

Pam Birtill, School of Psychology University of Leeds, UK

Ed Sutherland, School of Psychology University of Leeds, UK

Emily Nordmann, School of Psychology, University of Glasgow, UK

Madeline Pownall, School of Psychology University of Leeds, UK

**Abstract:** The rapid pivot to online teaching during the COVID-19 pandemic prompted a reappraisal of Higher Education teaching practices globally. Higher Education is unlikely to fully revert to pre-COVID-19 teaching delivery; therefore, it is important to understand the utility of online and hybrid teaching approaches in Higher Education. As such, the present study aimed to understand students' perceptions of online delivery and assessment, in a Psychology degree programme, at a UK-based Russell Group university. This included an appreciation of which aspects of online delivery students would like to retain when face-to-face teaching is possible again. Here, we adopted a mixed methods approach. In Study 1, we used a qualitative questionnaire in which we asked students about: 1) the aspects of online teaching they would like to keep 2) aspects of online teaching they would like to stop 3) what 'ideal delivery' would look like when face-to-face teaching is possible again. We also asked students more broadly about their delivery preferences. Sixty-four students completed the survey. The results demonstrated variety in students' responses: 51% of students indicating a preference for completely in-person teaching, and 31% indicating a preference for a hybrid approach. Overwhelmingly, students indicated that they would like teaching sessions to be recorded. Study 2 will involve student-led focus groups to further explore student's preferences for hybrid teaching. This will also investigate which aspects of the Psychology programme are more suited to online delivery. The results from this study have the potential to inform future Psychology teaching delivery in Higher Education.

### ***Paper 4: Impact of a Classroom-Management-Training on Students' Knowledge of Classroom-Management, Classroom-Management-Abilities and Self-Efficacy – Comparison of a Face-to-Face-Setting to an Online-Setting***

#### Authors:

Gesa Uhde, TU Braunschweig, Germany

Charlotte Hagenau, TU Braunschweig, Germany

Barbara Thies, TU Braunschweig, Germany

**Abstract:** A cognitive-behavioural classroom-management-training (CMT) was developed at the TU Braunschweig in order to prepare student teachers for their practical studies taking place after their 3rd semester of studying education. In previous years the CMT proved to be effective in terms of improving the participants' self-assessed declarative knowledge of classroom-management, their classroom-management abilities as well as raising their teachers' self-efficacy. Therefore, it was implemented as a mandatory element of teacher education at the TU Braunschweig. Due to the COVID-19 pandemic, the CMT was modified from its original face-to-face setting to an online setting, providing the same content. Participants of both training courses (the original face-to-face-setting in 2019 and the online-setting in 2021) were asked to answer online questionnaires preceding and following the intervention. Results of the evaluation comparing the two groups (face-to-face-setting vs. online-setting) will be presented.



#### Scientific Literacy and Scientific Beliefs

##### ***Paper 1: Psychological literacy and psychology education***

###### Authors:

Jacquelyn Cranney, UNSW Sydney, Australia

Sue Morris, UNSW Sydney, Australia

Kimberley Norris, University of Tasmania, UK

**Abstract:** A brief overview is given of the major themes, strengths and gaps that are being identified during a review of the literature on psychological literacy (PL). Our emerging conclusions draw on Murdoch's (2016) position that two notable aspects of PL are 'application' and 'ethics', and we highlight three currently relevant examples: critical thinking, cultural responsiveness, and student wellbeing. We then elaborate on selected strengths: PL as a pedagogical philosophy and as a learning outcome. PL as a pedagogical philosophy has two elements: (1) taking a scientist-educator approach (e.g., Bernstein, 2011) in utilizing and evaluating evidence-based strategies, and (2) promoting PL as the primary learning outcome of psychology education. We focus on undergraduate psychology education, but also discuss the implications for postgraduate psychology education. Finally, we provide recommendations for steps that can be taken by psychology leaders, including that support and promotion of pre-tertiary and public education should be a priority for peak discipline bodies.

##### ***Paper 2: Pre-Service Teachers Beliefs About Neuroscience and Education***

###### Authors:

Ines Deibl, University of Salzburg, Austria

Joerg Zumbach, University of Salzburg, Austria

Daniela Martinek, University of Salzburg, Austria

**Abstract:** With the growing popularity of neurosciences, the number of inferences drawn how these findings have impact on teaching and learning increases. Very often, such inferences are drawn by means of induction and find their way to different groups of audiences. Nevertheless, some of these assumptions about neurosciences and education are simply incorrect. In this research, the prevalence and distribution of such "neuromyths" among pre-service teachers have been examined by a questionnaire. Results reveal that the difference between freshmen and advanced students in a university teacher program is small and only about one third of neuromyths are correctly identified. Here, teacher students do hardly better than law school students. Results suggest that academic education of teachers should also focus on the relationship of brain and education and, thus, develop study programs to overcome possible myths here.

##### ***Paper 3: Promoting Scientific Literacy by Connecting Belief to Understanding***

Author: Richard Miller, Texas A&M University-Kingsville, US

**Abstract:** Effective teaching is always more than filling students' heads with information. Students often walk into the classroom with information, beliefs, and attitudes that are incompatible with the ideas to be learned. In these cases, teaching is an attempt to change minds rather than to fill them. Educational theory has long neglected the distinction between understanding an idea and believing that idea. In this article, seven topics frequently addressed in psychology courses were found to demonstrate a disconnect between understanding and belief. To resolve this issue, an evidence-based technique for changing attitudes and beliefs about psychological myths and misinformation



that is based on the theory of cognitive dissonance, specifically the use of counter-attitudinal advocacy in a classroom setting is described.

***Paper 4: Refuting misconceptions in an introductory psychology course for preservice teachers***

Author: Maria Tulis, University of Salzburg, Austria

Abstract: This experimental field study (pre-post-follow-up design) with 181 preservice teachers examined the effectiveness of an intervention to reduce misconceptions within an introductory psychology course. For this purpose, students worked individually on assignments (a) designed for conceptual change (e.g., refutational texts) or (b) designed for rehearsal and elaboration on the respective topics every two weeks over the course of a semester. The findings demonstrate the viability of slightly modified tasks to reduce students' psychological misconceptions. Both groups did not differ in exam performance, but positive associations with high confidence rejections of psychological "myths" as well as their correlations with evaluativistic epistemic beliefs, critical thinking and mastery goal orientation underpin the importance of early interventions to dispel psychological misconceptions.



***Paper 1: 'Suddenly the tutorial group was online' – group dynamics and collaboration in tutorial groups during a quick transition from campus to distance learning***

Author: Eva Hammar Chiriac, Linköping University, Sweden

Abstract: The COVID-19 pandemic quickly and radically changed conditions for working and learning in tutorial groups in problem-based learning (PBL) in the psychologist programme at Linköping University, Sweden. From previously conducting work in tutorial groups on site at the university, where the students physically met, the tutorial groups were suddenly implemented online using Zoom. This transition to distance learning for tutorial groups was, for necessary reasons, implemented abruptly without giving the students any education in or opportunity for practicing on how to create and maintain well-functioning online learning environments. This unique adjustment affected the work, processes and learning in the tutorial groups. The aim of this study was to understand what happens in tutorial groups when the learning environment changes drastically at very short notice with no training or previous experience to take advantage of. Data was collected from six tutorial groups using self-assessment surveys and from three tutorial groups using diary reports. The preliminary results show that the quick transition to distance mode affected group dynamics and collaboration in the tutorial groups in several ways. Elements of group dynamics became more prominent, and problems connected with goals, structures and communication were enhanced in distance learning tutorial groups. Norms changed and group cohesion weakened due to difficulty in using the same social cues as in a physical meeting. The move to distance learning forced the tutorial groups to discover new strategies for creating and maintaining well-functioning online learning environments.

***Paper 2: Exploring psychological sense of community in distance learning and campus-based postgraduates***

Authors:

Elizabeth Orme, Northumbria University, UK

Lisa Thomas, Northumbria University, UK

Abstract: Research on student community and university transitions has been traditionally focused on first year campus-based students. However, building community has also been shown to be a key factor in success on distance learning programmes. This study aimed to add to this, by investigating the role of social media in forming community on distance learning programmes. 109 students studying on campus-based courses and 127 students studying on distance learning courses were surveyed during their first term of their degree programme. Findings highlight the importance of successful adaptation to university life for a sense of community, and that social media can play a role in connectedness with peers for both types of student. For campus-based students, the quality of induction activities was a significant predictor of community. In contrast, for distance learners, student's perception of the courses 'fit' with their needs was an important predictor of community. Together, these findings highlight the importance of supporting transitions to university for all types of learner, introducing the possibility of scaffolding course interactions with social media. In addition, we suggest that pre-enrolment engagement is essential to ensure a fit between learners and their course to ensure integration with course community.



### ***Paper 3: Come as you are – Designing a course in statistics for a highly heterogeneous group of participants***

#### Authors:

Lena Schützler, FernUniversität in Hagen, Germany

Oliver Christ, FernUniversität in Hagen, Germany

**Abstract:** The FernUniversität in Hagen is Germany's only state distance-learning university, and as a consequence has a highly heterogeneous student body. This intensifies a problem that teachers of psychology statistics courses face on a regular basis: Although statistics are of great relevance for a professional career in empirical psychology, psychology students often are afraid of the statistics course and/or cannot see its relevance. Getting in contact with our students about these topics is not easy since there are more than 3,000 students enrolled in the statistics course each semester, and only a small proportion actively participates in the online environment. We identified three clusters of students who might have special needs, namely students who went to school a long time ago, who have fear of statistics, or who already failed the exam before. We gave those students the opportunity to participate in small groups, supervised by a tutor, to discuss problems, learning strategies, or fears regarding the course. We evaluated this offer via an online questionnaire assessing attitudes towards statistics, self-efficacy expectation, and other course-related variables at three time points (before the small groups started, after finishing all course units, and after the exam). We compared data of the group participants (n=105) with those of students who did not participate in the groups (n=206). Since we just finished data collection, no results can be reported in this abstract, but can of course in September at the ESPLAT Conference.

### ***Paper 4: Using simulation in teaching dialogue skills***

#### Authors:

Maarten J. van der Smagt, Utrecht University, Netherlands

Michiel Hulsbergen, DialogueTrainer, Utrecht, Netherlands

**Abstract:** To aid teaching communication (dialogue) skills a virtual simulator called Communicate! was developed by Utrecht University. In Communicate!, students play a scenario and hold a consultation with a virtual character. Teachers can build scenarios and apply specific scenarios to be used as practice for students or even as assessment method. We wondered if and how Communicate! can be an effective aid to study and practise communication skills. We devised two experiments (n = 128 and 133, a year apart) where the use of Communicate! was compared to more traditional learning tools, such as literature study and a lecture, in an undergraduate psychology communication-skills course. Students were divided in four groups, two of which both read an article about conducting a bad-news dialogue and played a bad-news-dialogue-scenario (but in different order), while the third group only played the scenario. The final group only read the article (expt. 1) or read the article and attended a lecture on the topic (expt. 2). In both experiments, playing a scenario improved performance on a similar scenario played later. It increased the students' rating of immersion and usability, and the students' motivation to learn about this topic when compared to reading the article, whereas their sense of self-efficacy decreased. Surprisingly, it also improved the score on a MC-knowledge test on the theory underpinning this type of dialogue. Our study suggests that simulating dialogues with virtual characters can aid in studying and practising (basic) dialogue skills, by providing a flexible and authentic learning experience.



#### ***Mastering the challenges of online education: Planning and feedback***

Author: Teresa Guasch, Universitat Oberta de Catalunya (UOC), Spain

Abstract: The pandemic entailed the sudden implementation of remote teaching practices. This change has clear implications on the way we teach and learn. Teaching and learning remotely and, specifically, online requires a focus on the planning and on the techno-pedagogical design, essential elements that due to the emergency context were not always considered.

From a psychoeducational perspective, I will address two aspects that research has shown to be key in teaching and learning online or in hybrid environments: firstly, techno-pedagogical design and secondly, planning and implementing dialogic feedback throughout the learning process that will contribute to student regulation.

#### Short CV

Teresa Guasch is the Dean of Psychology and Education Faculty at the Open University of Catalonia-UOC (January 2014). She was director of the Educational Psychology Programme (2006-2011) and Associate professor on the Doctoral Programme on e-learning and the Master of Secondary School Teacher Training. Her research is focused on the process of teaching and learning in online learning environments, with special focus on teacher training and educational scaffolds in writing processes in online environments, such as feedback. She led and participated in different research projects (at national and European level) contributing to a better understanding of teaching and learning processes in virtual learning environments. Currently, she leads the research project: Engaging students with feedback for learning in online environments. She co-coordinates the Feed2learn Research Group In the webpage you will find more information of her recent publications, presentations and projects.



### Discussion 2

#### ***What did we learn from distance teaching during COVID-19?***

Organizer: Stephan Dutke

Discussants:

Ioulia Papageorgi, University of Nicosia, Greece

Lenka Sokolová, Univerzita Komenského v Bratislave, Slovakia

Stephan Dutke, Institute for Psychology in Education, University of Münster, Germany

Abstract: Psychology educators have been sceptical about distance teaching and learning in psychology – even long before we faced COVID-19. Learning psychology or even becoming a psychologist seemed to call for learning situations, experiences, and activities that, at least in part, appeared to be incompatible with spatial distance among learners and between learners and teachers. Nevertheless, in 2020, many schools, colleges, and universities had to change to distance teaching methods, and many of them are working in a distance mode until today. What did we learn from these attempts to maintain teaching with methods we were so sceptical about? Which elements of distance teaching will survive and perhaps even enrich post-COVID teaching? How did distance teaching change the learning of psychology? The EFPA Board of Educational Affairs (BEA) invites psychology educators from all types of institutions to discuss these and other related questions. The discussion will be stimulated by a short input based on an online study BEA conducted in 2020. In this study, 696 psychology teachers from 28 European countries reported about methods used, barriers encountered, and outcomes observed in their distance teaching of psychology. Now, however, the discussion should focus the future of psychology teaching and learning against the background of these experiences.