ABSTRACT BOOK ESPLAT 2023
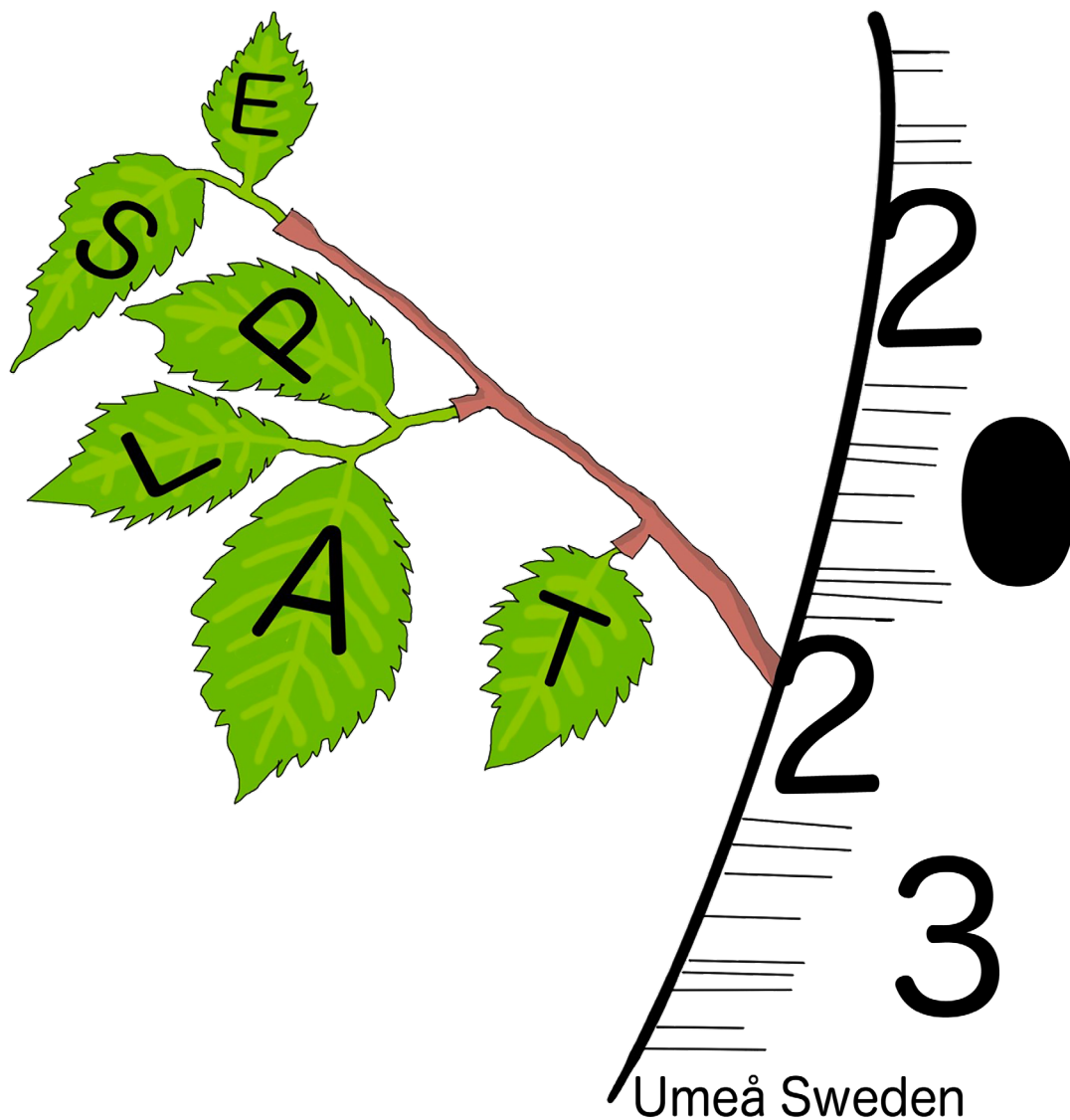
Conference theme: Learning and Teaching Psychology in a Changing World
14th – 16th of June 2023, Umeå, Sweden

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DEPARTMENT OF PSYCHOLOGY

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SOCIETY FOR THE TEACHING OF PSYCHOLOGY

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ESPLAT 2023
Abstract Book

Learning and Teaching Psychology in a Changing World

We live in a rapidly changing world where conflicts, environmental and economic issues are affecting us in many ways. How can we adapt our teaching to this changing world? What challenges do we need to consider in our roles as psychology teachers, and how can we best prepare students for the future? When resources are limited, evidence-based teaching methods are more important than ever to ensure that we use methods that we know work. New pedagogical and technological developments can lead to better teaching strategies and solutions.

The ESPLAT 2023 conference is a forum for sharing teaching and learning innovations and best practices in a changing world on the themes of

- active learning methods
- sustainable teaching
- teaching for sustainability
- inclusive teaching strategies

CONTENTS

KEYNOTE 1: THÉRESE SKOOG

Professor of Psychology at the University of Gothenburg, Sweden

Sustainable and accessible learning environments in higher education

Abstract

Higher education institutions, and psychology departments in particular, have a responsibility to prioritize student health and an inclusive learning environment. As a field that studies the human mind, behaviour, and mental health, psychology departments should set an example by prioritizing the well-being of their students.

In recent years, the prevalence of stress and mental health issues among students has become a growing concern and can lead to burnout and a host of health problems. It can also lead to dropout and low achievements. By prioritizing student health, higher education institutions can help students to thrive academically and in life, and psychology departments can play a leading role in addressing this challenge. This includes not only teaching about psychology, but also promoting healthy habits, providing access to mental health services, and creating a supportive learning environment that promotes well-being.

Furthermore, psychology departments must prioritize creating an inclusive learning environment that celebrates diversity and encourages collaboration. This includes providing accommodations for students with disabilities, creating safe spaces for underrepresented groups, and fostering an environment that embraces different perspectives and backgrounds.

By prioritizing student health and an inclusive learning environment, psychology departments can create a more supportive and productive academic environment. This will benefit not only students but also faculty and staff, who are likely to feel more motivated and fulfilled in their roles.

In conclusion, psychology departments, and higher education institutions in general, must prioritize student health and an inclusive learning environment to support the success of their students. By doing so, we can create a more equitable, resilient, and prosperous society, and ensure that the field of psychology remains at the forefront of promoting mental health and well-being.

The case used in this presentation is an initiative at the University of Gothenburg, Sweden, which has the aim to help build and promote sustainable and accessible environments for students that promote not only learning but also mental health.

DIGITAL KEYNOTE 2: ROBERT STERNBERG

Professor of Psychology in the College of Human Ecology at Cornell University and Honorary Professor of Psychology at Heidelberg University, Germany

Time Bomb: How the Western Conception of Intelligence is Taking Down Humanity and What to Do about It

Abstract

Teachers of psychology have a responsibility to prepare students for the world they actually will confront, not just a hypothetical world that exists only in theory or laboratory settings.

During the 20th century, IQs rose an incredible 30 points—two full standard deviations! Higher IQs may have helped people deal better with computers, cell phones, and other technological innovations, but they seem to have been a time bomb—they have been worse than useless in dealing with the truly serious problems that confront the world today. These problems include, but are not limited to global climate change, nuclear weapons, uncontrolled violence such as in school shootings, terrorism, growing bacterial resistance to antibiotics, pandemics, unprecedented income disparities, unaffordable health care, pollution, and homelessness, to name just a few. Many societies have built a funnel that restricts opportunities for people who underperform on academic measures—whether IQ-test proxies or courses in school. And yet, it is high IQ that is in part responsible for many of the world's problems. That is, it took smart people to create the technology that is polluting our air and our water, that threatens nuclear destruction, and that has created the carbon emissions that are threatening the entire world. If our species is so smart, with its high standardized test scores, why are we slowly committing species suicide, which will provide a more and more dystopian world for each successive generation, and why are we taking down so many other species with us?

I argue for teaching for, and assessing not so much IQ and its proxies, but rather the adaptive skills that are needed to make a positive, meaningful, and possibly enduring difference to the world. We have more than enough high-IQ scientists, businesspeople, and even politicians. What we need –before it is too late--are people who are willing and able—who have the creative, analytical, practical, and wisdom-based skills--to make the world a better place.

KEYNOTE 3: KELLEY HAYNES-MENDEZ

Senior Director of Human Rights Team APA

Pursuing Equity and Justice for Psychology Students in Higher Education

Abstract
Institutions of higher education are often microcosms of inequalities that exist in larger society. Psychology faculty members should consider which inequities exist in their institutions and their role in creating change. This talk will address the importance of faculty participation and commitment to structural change at higher education institutions in order to promote equity and justice for students.

PARALLEL SESSIONS 1

Session 1 a: Professional development in teacher training

Title of paper:
Inclusive environments and teachers' professional development: a research activity in K-12 schools in Italy
First author: Silvia Panzavolta
Nr: 16279338
Organisation: Indire (National Institute for Documentation, Innovation and Educational Research - Italy)
E-mail: s.panzavolta@indire.it
Co-authors: Lorenza Orlandini

Abstract

This contribution is intended to focus on inclusion from an ecosystemic point of view. The authors deal with research activities in K-12 schools in Italy with different perspectives: teaching/learning strategies, assessment, learning environments and technology. The International Classification of Functioning (ICF) emphasizes that as for disability and learning disorders, physical settings - together with the socio-emotional factors and pedagogical frameworks - are crucial in offering inclusive learning environments.

This contribution reports on a collaborative research on inclusive learning environments carried out by the authors during the Pandemic. Teachers participating in a continuing professional development course were asked to analyze their contexts and design inclusive environments on different levels: spaces, furniture, learning activities and teaching strategies. The results of the study indicate that when learning space is also taken into account, curricular teachers and SEN teachers work together in a more collaborative way and that inclusion is perceived as an organizational issue and not only a SEN teacher concern. The materials provided to the teachers for self-reflection, context analysis and design of spaces draw on the bio-psycho-social perspective model of disability and embed ICF into a simple, easy-to-use questionnaire for planning inclusive activities in inclusive learning spaces.

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PARALLEL SESSIONS 1

Session 1 a: Professional development in teacher training

Title of paper:
Reflection notes as professional development of future psychology teachers
First author: Åge Diseth
Nr: 16367621
Organisation: University of Bergen
E-mail: aage.diseth@uib.no

Abstract
The starting point of this project is education of students who are to become future psychology teachers in Norwegian senior high schools. The curriculum requires that they write short reflection notes as part of their professional development during teacher training. The basis of these reflection notes was their experience in supervised practice as psychology teachers in high school. They were invited to write about their own teaching, the students, and the psychology subject, encouraged to describe challenges they have experienced during psychology teacher training, and how they have solved these challenges. The students wrote a total of four reflection notes during one year of teacher training and presented the contend of these notes orally to fellow students. The present study is reports results form a content and thematic analysis of 172 reflection notes from 43 students. The results showed that students choose to reflect upon their own teaching methods, high school students' activities during teaching, classroom management, assessment of students, their own role as a teacher, and use of textbooks and other sources of subject content. In conclusion, the teacher students appear to reflect on multiple issues and challenges that are important for their development as psychology teachers.

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PARALLEL SESSIONS 1

Session 1 a: Professional development in teacher training

Title of paper:

Virtual Gaming Simulation (VGS) in the Teacher-Training Program: Fostering Counseling Competences in Preservice Teachers

First author: Carmen Herrmann
Nr: 16447290
Organisation: University of Bamberg
E-mail: carmen.herrmann@uni-bamberg.de
Co-authors: Barbara Drechsel, Christof Beer

Abstract

Today, the learning individual is at the center of school teaching. Moreover, teacher education must reflect the goal of enabling young people to participate reflectively in the information society - through self-directed learning (Beer et al., 2022). Therefore, counseling learners is becoming increasingly important for teachers to promote variant forms of learner autonomy. Virtual gaming simulations (VGS) allow preservice teachers to study counseling situations in simulations. In this context, the interactional scope of the counsellors expands as they learn to anticipate the consequences of their actions (Brookfield, 2017). Thus, the VGS format works on all facets of Martinez's (2021) competency model. At the University of Bamberg, a theory-practice seminar was implemented to train preservice teachers in systemic-constructivist counseling before conducting online coaching with students in the practical phase. To empower preservice teachers to reflect comprehensively on the importance of conversational techniques before they enter the actual coaching process, they are guided through different phases of the conversation in a VGS. The presentation will describe the didactical concept of the seminar with the coaching simulation tool and gives a first insight into evaluation results. Results indicate that not only was the students' interest in the topic of counseling aroused, but they also perceived a professional benefit from the VGS application. In addition, the usability of the application was evaluated positively.

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PARALLEL SESSIONS 1

Session 1 a: Professional development in teacher training

Title of paper:
Reducing Corona-induced educational slumps – Training preservice teachers to be children-coaches
First author: Sarah Lukas
Nr: 16447305
Organisation: Pädagogische Hochschule Weingarten
E-mail: lukas@ph-weingarten.de
Co-authors: Kristina Götz, Robert Grassinger

Abstract
To prevent uncontrolled spreading of the Covid-19 virus, schools were closed worldwide for long periods of time. This prevention measure had not only the desired outcome, but also considerable side effects, mainly on the psychological well-being of pupils. Especially socio-economically disadvantaged children experience more of various problems. This situation poses great challenges for teachers in schools. At the same time, preservice teachers have to be prepared for this situation. Besides their educational and content-related competences, they need to be trained in dealing with difficult situations and pupils with symptoms of psychological disorders. Furthermore, they need to adequately address the increasing heterogeneity in terms of their pupils learning standards. In order to offer preservice teachers this kind of education and simultaneously provide support in schools for teachers as well as for concerned pupils, the teaching-project "CaBire" was called into being. As part of this project, teacher-training students first receive three interactive workshop days with theoretical input to act as socio-psychological coaches for children. After the training phase, students offer support to individual pupils or small groups of pupils at schools twice a week. This practical phase is accompanied by coaching-supervision seminars led by psychology teachers at the university. Both the practical phase, as well as the accompanying seminars at the university can be credited to their studies. Here we report a best-practice example, while evaluation of this teaching concept is still ongoing.

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PARALLEL SESSIONS 1

Session 1 b: Evidence-based and case-based methods

Title of paper:

Investigating the advantage of evidence-based learning activities for students' accuracy and confidence in their own knowledge

First author: Eva Bosch
Nr: 16306969
Organisation: Heidelberg University
E-mail: Eva.Bosch@psychologie.uni-heidelberg.de
Co-authors: Birgit Spinath

Abstract

In higher education, students should acquire knowledge but also become able to accurately assess their own level of knowledge and gain confidence in their knowledge. We examined, which evidence-based learning activities explained not only acquisition of knowledge but also students' accuracy and confidence. In two educational psychology lecture classes, we offered psychology undergraduates and preservice teachers several evidence-based learning activities (e.g., participate in self-tests or submit essays and receive feedback). In a sample of N1 = 87 psychology undergraduates and N2 = 79 preservice teachers, we assessed learning prerequisites (t1) as well as the use of learning activities, students' knowledge as well as accuracy of and confidence in self-rated knowledge five times over the course of one semester. Regression analyses showed that students' use of learning activities explained their knowledge at the end of the semester. Further, students' accuracy and confidence increased over the course of the semester. However, the use of learning activities only explained accuracy and confidence in the cohort of psychology undergraduates but not in preservice teachers. We will discuss possible differences between samples as well as possibilities to foster students' knowledge, accuracy, and confidence with learning activities.

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PARALLEL SESSIONS 1

Session 1 b: Evidence-based and case-based methods

Title of paper:

Developing an evidence-based communication skills training resource for group tutorials using real-life video analysis

First author: Sally Wiggins
Nr: 16325948
Organisation: Linköping University
E-mail: sally.wiggins.young@liu.se
Co-authors: Sandra Nyberg

Abstract

Being able to work and communicate effectively in groups is a core pedagogical approach, particularly in psychology teaching, yet students and tutors rarely receive communication skills training. Existing training approaches are often aimed only at tutors and are primarily based on theorized versions of conversation or role-play. What is lacking is training for tutors and students, based on real-life examples of group work in digital and face-to-face settings, and one that is accessible regardless of geographical location. This presentation will report on the development of an evidence-based teaching resource that is designed to train students and tutors working in small group settings, using examples from real-life group interaction. The project uses the conversation analytic role-play method (CARM) and conversation analysis as a micro-analytical approach to social interaction to examine critical moments in group interaction. The data corpus consists of over 75 hours of problem-based learning tutorials, of which 25 hours were conducted online, recorded in Sweden. Instances from this corpus will be analysed, focusing on critical moments such as how to discuss and argue effectively, how to evaluate group work, and how and when tutors should intervene at critical moments. The training resource will be composed of short packages featuring anonymised video clips and training materials that can be adapted to suit the needs of different students and teachers. The presentation will report on existing work to date and an early prototype of the training resource.

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Title of paper:
"What if?" – Effects of digital case-based explorations in teacher education

First author: Demian Scherer
Nr: 16445687
Organisation: University of Münster
E-mail: demian.scherer@uni-muenster.de
Co-authors: Stephan Dutke

Abstract
At university, prospective teachers often perceive content from educational psychology as difficult to learn and to apply. To address this problem, we created the opportunity for digital case-based explorations: By exploring school-related, evidence-based cases, the psychological consequences of a teacher's actions are made visible. In the presented cases, users can choose among several teacher actions. After selecting an action, its consequences are presented as text or video. Thus, options for action can be explored, compared, and analyzed: Thereby, future consequences or not directly observable consequences can be illustrated. To investigate the effects of this digital case-based exploration we compared learning and motivational outcome measures between two seminars for teacher candidates on the topic of learning and motivation. Results show beneficial effects on learning measures in the experimental group compared to the control group and on solving short text-based case studies. Further, we observed less amotivation in the experimental group compared to the control group. Results and potentials of the application of digital case-based explorations in psychology education are discussed.

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PARALLEL SESSIONS 1

Session 1 b: Evidence-based and case-based methods

Title of paper:

The Learning Experience Questionnaire (LEQ) course evaluation instrument – utility and process methodology for course development

First author: Lotta Strömsten
Nr: 16446985
Organisation: Department of psychology, Umeå university
E-mail: lotta.stromsten@umu.se
Co-authors: Michael Gruber, Dan Borglund

Abstract

Course evaluation a is vital information source to educational quality work and an important opportunity for students to convey their experiences back to teachers and course leaders. In this process as well as in research setting it's important to ask relevant questions and to use valid and reliable methods to achieve acceptable data quality. The use of a standard measure across courses and over time also allows for comparisons. The Learning Experience Questionnaire (LEQ) is a theoretically sound course evaluation questionnaire, that combines core learning factors for higher education (Bain, 2004), with a theoretical framework for how people cope in different contexts (i.e., Sense of coherence, Antonovsky, 1989). The LEQ method also comes with a suggested process methodology for use, which includes ways of questionnaire distribution, student involvement, data summarization and analysis, as well as collegial knowledge exchange in course development. The presentation will include an introduction to LEQ, and insights gathered during the process of implementation at a university psychology department.

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PARALLEL SESSIONS 1

Session 1 c: Student motivation, stress and self-esteem

Title of paper:
Motivation in Offline-Mode? - Motivational Development and Learning Success in Regular and Pandemic-Related Online Semesters in a Lecture Course
First author: Zoë Sander
Nr: 16189782
Organisation: Heidelberg University
E-mail: zoe.sander@psychologie.uni-heidelberg.de
Co-authors: Eva Bosch, Birgit Spinath

Abstract

Due to the COVID-19 pandemic, educational systems were forced to convert to online teaching. It is unclear how these pandemic-related learning conditions affected university students' learning success and their academic motivation. This work provides an analysis of longitudinal motivational changes and learning success among students in four regular and three pandemic-related online semesters.

Theoretically based on an expectancy-value framework, we analyzed aggregated data from a total sample of N = 690 students who attended an introductory lecture course in Educational Psychology between summer term 2018 and 2021.

Using structural equation modeling, we compared motivational trajectories and learning success between n = 426 students, who attended the lecture course face-to-face and ¬¬
n = 264 students, who attended the same course in a digital format. Students from online semesters were expected to show greater motivational declines and lower learning success than their peers from regular semesters.

Results revealed declines in all motivational components except attainment value. However, the hypothesized differences to the disadvantage of students from online semesters were not confirmed. Furthermore, students from online semesters reported higher satisfaction with learning success. Nevertheless, they showed lower performance on a final knowledge test and notably, a markedly higher dropout rate was found in online semesters.

Directions for future research and practical implications for motivation enhancement with targeted interventions are discussed. As the experience of the pandemic has driven the digitalization of teaching, a particular focus is placed on implications for distance teaching.

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PARALLEL SESSIONS 1

Session 1 c: Student motivation, stress and self-esteem

Title of paper:
Skilling up Teachers on Intrinsic Motivation through Virtual Reality: A Serious Game to Teach Educational Psychology in a Group of In-training Teachers
First author: Benedetta Ragni
Nr: 16298325
Organisation: University of Foggia Learning science hub (LSh)
E-mail: benedetta.ragni@unifg.it
Co-authors: Martina Rossi, Giusi Antonia Toto, Pierpaolo Limone

Abstract

This paper offers a new method of teaching Educational Psychology, with a focus on the construct of learning motivation, to teachers in training. It is important to remember that today's classic teaching methods carried out in the classroom are inevitably changing, and teachers will increasingly have to adapt to the new scenarios.
Specifically, the goal is to present a prototype of Digital Game-Based Learning (DGBL) - an innovative approach to learning through the use of interactive digital games, thanks to the support of immersive and augmented reality - to teach best practices for moving students' motivation to learn, paying particular attention to the feedback received during play. The goal is to present a prototype of a virtual reality role-playing game in which students (teachers-in-training) can interact with pupils in a simulated classroom. Each subject, via VR visor, will be able to immerse themselves in different scenarios that each teacher will have to solve by choosing a combination of actions in order to promote the intrinsic and extrinsic motivation of the students. At the end of the game, they will have the opportunity to obtain feedback on the strategies used. This project will improve in-training teachers' learning of Educational Psychology. In addition to this, it will have an impact in terms of enhancing teachers' Digital Literacy, helping them to adjust to the rapidly changing teaching methods in an innovative and digital way.

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PARALLEL SESSIONS 1

Session 1 c: Student motivation, stress and self-esteem

Title of paper:

Visualization as a means to reduce objective and subjective stress of students during exam times

First author: Monique Landberg

Nr: 16307625

Organisation: University of Education Weingarten

E-mail: monique.landberg@ph-weingarten.de

Abstract

Studies show that people learn more sustainably when they are free from anxiety (Porges, 2017). It is also known that being positively immersed in an activity promotes learning (Hagnauer, 2011; Csikszentmihalyi & Schiefele, 1993). Hence, a positive emotional state during learning is beneficial, e.g., for improved achievement (Bradley et al., 2010). Anxiety can be reduced by hypnotic techniques and especially visualization. Hypnotic techniques can signal security (Böhmer & Schmidt, 2021) and promote positive emotional states (Schmidt, 2022). Visualizations reduce pain (Nørgaard et al., 2015), help with learning (Fruth & Fruth, 2016) and are used in sports (Meyer & Hermann, 2015) and at school (Knörzer et al., 2011). Anxiety and flow can be related to various physiological parameters such as heart rate variability, skin conductance and cortisol (e.g., Tozman et al., 2015; Strohmeier et al., 2017; Gruzelier et al., 2001). The experiement tests a visualization exercise to reduce anxiety and foster well-being of students in exam situations. The intervention is evaluated and compared to the control group by objective measures such as heart rate variability and subjective measures such as questionnaires.

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PARALLEL SESSIONS 1
Session 1 c: Student motivation, stress and self-esteem

Title of paper:
The behavioural consequences of imposter feelings in undergraduate Psychology students
First author: Pam Birtill
Nr: 16439809
Organisation: University of Leeds
E-mail: p.birtill@leeds.ac.uk
Co-authors: Emily Manning, Richard Harris, Madeleine Pownall

Abstract
Impostor phenomenon, or imposter syndrome, is where individuals experience feelings of inadequacy and fear of being exposed as a "fraud" in their field of expertise. Imposter feelings reported as more common in undergraduate students, particularly women (Bravata et al, 2019). Up to 80% of Psychology students have moderate imposter feelings (Castro, Jones & Mirsalimi, 2004). However, it isn't clear what the behavioural consequences of these feelings are. The present study used an online qualitative survey (N=68) of Psychology students with self-identified imposter feelings to investigate behavioural consequences of imposter syndrome. The data were analysed using thematic analysis (Braun and Clarke, 2021). Two main behavioural themes were identified: "overworking to prove oneself" and "reduced engagement". The first theme highlights the ways in which imposter feelings can lead students to engage in excessive work and study habits, which can negatively impact their well-being and mental health. While these students may succeed academically, they do not necessarily develop healthy student habits. The second theme highlights how imposter syndrome may lead students to disengagement, which can manifest in active avoidance of small group teaching and lectures. This may contribute to awarding gaps, as these students will miss out on valuable learning opportunities. This study contributes to a growing body of literature on the impact of imposter syndrome on the well-being of university students and highlights the need for universities to provide support for students who may be experiencing imposter syndrome.

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PARALLEL SESSIONS 2

Session 2 a: Experiences from interactive and online learning

Title of paper:
Using Social Annotation to Enhance Student Engagement in Psychology Courses
First author: Julie Lazzara
Nr: 16365702
Organisation: Paradise Valley Community College
E-mail: julie.lazzara@paradisevalley.edu
Co-authors: Virginia Clinton-Lisell

Abstract
Increasing engagement in asynchronous online courses is a goal for many college instructors. While discussion boards have been used in the past, social annotation is an alternative that may have multiple benefits for instructors and students. Students from an introductory psychology course (two sections) and a developmental psychology course (one section) used Perusall for social annotation with open educational resources. Over the semester, on average, students submitted quality annotations and more than what was required. Students also reported predominantly favorable perceptions of social annotation via a survey using both Likert scale and open-ended items. These findings are suggestive of student engagement in the online course. Practical implications of these findings and suggestions for further research are discussed.

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PARALLEL SESSIONS 2

Session 2 a: Experiences from interactive and online learning

Title of paper:
Having a backup plan as a facilitator or inhibitor to success in online education
First author: E. Helin Yaban
Nr: 16438977
Organisation: Fern Universität
E-mail: helin.yabanyalcin@fernuni-hagen.de
Co-authors: Franziska Wehrhahn, Chryss Reinhardt, Robert Gaschler

Abstract

Work with laboratory tasks suggests that forming a backup plan (in addition to a plan) can compromise performance (cf. Napolitano & Freund, 2016). In the current study, we experimentally tested the impact of making a backup plan on how N = 629 students in a self-paced online learning environment at a distance teaching university work on quizzes and recorded lectures to progress towards the exam. Before two lectures that were scheduled very early in the semester and scheduled later, we randomly assigned students either to questions about their plan on when to deal with the following lecture or additionally asked about a backup plan (if the stated plan would not result). We assessed the temporal delay between the query and the quiz after the video lecture. Conforming that students veridically reported on when they planned to work on the following lecture, the self-report plans on when to do so predicted the measured latency. Results indicated no consistent detrimental effect of setting up a backup plan (in addition to the plan) in terms of latency and post-quiz performance. While for the later lecture the participants assigned to form a backup plan indeed showed a higher latency, no such costs have been observed for the lecture scheduled early. Hence the study specified how future experiments might further test the conditions and consistency of the effects of backup plans in self-paced online learning higher education.

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PARALLEL SESSIONS 2

Session 2 a: Experiences from interactive and online learning

Title of paper:

Online project-based course on motivation to study online in Covid-19 lockdown – lessons learned

First author: Iva Stuchlíková
Nr: 16440560
Organisation: University of South Bohemia, Ceske Budejovice, Czech Republic
E-mail: stuchl@pf.jcu.cz

Abstract

Motivation to study online during Covid-19 lockdown was a topic of the online project-based course in which the student's task was to investigate the factors that influence motivation to learn in online settings. The study describes the content of the course, the student findings, and especially the reflection of the benefits of the course, both at the knowledge and skills level and the personal self-regulation level. The two-year follow-up investigating the stability of the findings will also be presented.

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PARALLEL SESSIONS 2

Session 2 a: Experiences from interactive and online learning

Title of paper:
Overcoming the myths: Interactive Learning Environments as Myth Busters in Teaching and Learning
First author: Joerg Zumbach
Organisation: University of Salzburg
E-mail: joerg.zumbach@plus.ac.at
Co-authors: Anna Geroldinger

Abstract
In this research, an approach for overcoming contemporary myths about teaching and learning in secondary education has been developed and evaluated. For this purpose, five common and widely distributed myths have been selected: (1) Learning Styles, (2) repetition is a highly effective learning strategy, (3) more time for learning leads to increased learning performance, (4) learning is 70% based on personal experience, 20% on interactions with others, and only 10% on formal education, and (5) you learn better, when you learn for yourself. In order to support secondary High School students in Austria, two versions of an instructional video presented as a web-based training have been developed: A linear version that provided for each learning myth the myth itself followed by facts and examples explaining the incorrect information that leads to the myth and a final explanation how to judge the myth from a scientific point of view. In another version, the same web-based training was extended and presented as an interactive video, where learners had the possibility to answer to questions and self-check the facts behind the myths. Both versions have been evaluated with regard to pre-post differences in correctly judging the myths as such and the impact of student' elaboration behavior and cognitive load. In addition, both conditions were compared to analyze effects of interactivity. Results of analyses will be presented at ESPLAT 2023.

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PARALLEL SESSIONS 2

Session 2 b: Metacognition and it's role in teaching and learning

Title of paper:

Embodied learning, the positive effects of enactment in teaching and learning novel words in a foreign language

First author: Yuting He Zhang
Nr: 16438530
Organisation: University of Toulouse Jean Jaurès
E-mail: yuting.he-zhang@univ-tlse2.fr
Co-authors: Karine Duvignau, Nathalie Huet

Abstract

Research on embodied cognition has shown that language processing and mental representations are anchored in sensorimotor experiences. Learning novel words in a foreign language is enhanced when they are accompanied by nonverbal supports such as gestures. However, to date, few studies have investigated the role of actions in learning novel words in a foreign language. This study examines whether performing a congruent action with a real object can help French speakers, with no prior knowledge of Chinese, to comprehend and recognize more Chinese words than observing an action or a picture. In this experiment, participants are randomly allocated to one of the four conditions: observing a picture, observing a video, performing a congruent action, or performing a meaningless action. They are assessed on an immediate recognition test. Results emphasize the importance of observing the experimenter's action during encoding and indicate that the motor trace plays a fundamental role in the beneficial effects of enactment on learning.

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Title of paper:
Generating internal feedback from self and peer review

First author: Maxine Swingler
Nr: 16442077
Organisation: School of Psychology and Neuroscience, University of Glasgow
E-mail: maxine.swingler@glasgow.ac.uk
Co-authors: Lorna Morrow, David Nicol

Abstract
Peer review is an example of active learning that not only results in students receiving additional feedback from peers, but they also compare (i.e. self-assess) their own work against the work they are reviewing and generate internal feedback out of those comparisons. The aim of this study was to make explicit the internal feedback that naturally occurs during peer review and self-review in order to examine it, including the effects of different comparisons on the type of internal feedback students generate. Students from two cohorts anonymously reviewed 3 pieces of work - two peer works and one exemplar. In the first cohort, after each peer review, students were prompted by the instructions to compare their own work against a rubric (the same rubric used to review their peers' work). In the second cohort, after each peer review, students were prompted to make deliberate comparisons of their work with other students' work or an exemplar. After both, students were asked to write down what they learned (their self-review comments).

A content analysis of self-review comments revealed that the rubric comparison generated more feedback on the task and the comparisons with other students' work generated more process feedback. The results will be discussed in terms of the use of peer review as a method to generate internal feedback and how different kinds of comparisons can alter the nature and quality of this internal feedback.

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PARALLEL SESSIONS 2

Session 2 b: Metacognition and it's role in teaching and learning

Title of paper:
Do young children know what they know?
First author: Eleonora Papaleontiou-Louca
Nr: 16443403
Organisation: European University Cyprus
E-mail: e.papaleontiou@euc.ac.cy

Abstract

The metacognitive ability of introspection in young children is of great interest because of its relationship with their ability to observe and reflect on their own mental states. This ability is part of 'Theory of Mind' (ToM): 'children understand their own and others' minds and the relationship between the mind and the world. This understanding enables children to predict and explain actions by attributing states such as beliefs, desires, and intentions to themselves and other people. Young children have traditionally been thought to have little or no introspective awareness. More recent research, however (Gonzales, 2015; Papaleontiou-Louca et al, 2012) supports that preschool children do possess metacognitive awareness and introspective capacity.

This particular research aimed to investigate the existence of introspective abilities in young kindergarten children, such as awareness of the "flow" of our thinking and the "content" of thought.

PARALLEL SESSIONS 2

Session 2 b: Metacognition and it's role in teaching and learning

Title of paper:
Fostering Pre-Service Teachers' Psychological Pedagogical Content Knowledge: Development and Evaluation of a Learning Module
First author: Dorothea Dornheim
Nr: 16445672
Organisation: University of Bamberg, Germany
E-mail: dorothea.dornheim@uni-bamberg.de
Co-authors: Carla Rosenberger, Anita Knöferle, Jennifer Paetsch

Abstract

This contribution's objectives are to portray a teaching concept fostering pedagogical content knowledge in the subject of Psychology at vocational schools and the results of the evaluation. Professional competence of teachers is comprised of beliefs, motivational orientations, self-regulation, and professional knowledge: content knowledge (CK), pedagogical content knowledge (PCK), and pedagogical-psychological knowledge (PPK). To foster psychological PCK, a learning module "Teaching Psychology" was created. The main goal is to make the acquired psychological CK more applicable to the didactics of learning psychology. The learning module focuses on the construction of psychological PCK in interaction with pre-service teachers during lectures and self-regulated learning through written online-tasks. The evaluation aims to identify differences in psychological PCK and psychological PCK self-efficacy beliefs between two groups of pre-service vocational school teachers of which only one group participated in "Teaching Psychology". The sample comprises of 40 pre-service vocational school teachers who participated in the module and 40 who have not. Both groups of pre-service teachers will be compared concerning professional knowledge: through self-assessments of PPK and through a self-assessment of psychological PCK. The groups are expected to only score differently regarding their psychological PCK. Furthermore, both groups will be compared regarding their motivational beliefs measuring PPK self-efficacy and psychological PCK self-efficacy. The group who took the learning module is expected to score higher regarding the psychological PCK self-efficacy. The concept and evaluation is a first contribution to fostering aspects of psychological PCK.

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PARALLEL SESSIONS 2

Session 2 c: What can we learn from students' experiences?

Title of paper:

Perceptions of studying psychology at university level: a qualitative study with young men in pre-tertiary education in the UK

First author: Stephanie Burns

Nr: 16316030

Organisation: Queen's University Belfast

E-mail: stephanie.burns@qub.ac.uk

Co-authors: Elida Cena, Ruth Lee, Katie Gillespie, Paddy O'Connor, Tara Anderson, Grace Duffy, Lisa Graham-Wisener

Abstract

Psychology is categorised as a science by the UK's Higher Education Statistics Agency (HESA). While a great deal of work has set out to explain the underrepresentation of women in science, mathematics, and engineering (STEM) fields, it is men who overall are underrepresented in psychology. Women accounted for 80% of UK undergraduate acceptances onto psychology courses in 2019 (Palmer et al., 2021). The aim of the current study was to develop an understanding of the perceptions and motivations of adolescent and young adult men in UK pre-tertiary education towards the study of psychology at university undergraduate level. Twelve focus groups were conducted with young men studying AS or A2-Levels in high schools of Northern Ireland. Findings highlighted that psychology was viewed in a gendered way as a 'feminine', 'soft' subject that deals with emotions, and was not an 'objective', 'fact-based' subject. The lack of male role models in psychology across all strata was off-putting for boys. Young men, whether currently studying psychology at school or not, also expressed gendered career expectations and motivations. The findings of this study speak to the efforts of psychologists and researchers in pre-tertiary and higher education level in making psychology inclusive in terms of gender and balancing the diversity of psychology as a field.

PARALLEL SESSIONS 2

Session 2 c: What can we learn from students' experiences?

Title of paper:

Global Citizenship and Psychological Literacy in the University Curriculum: A Study of Student Perceptions
First author: Madeleine Pownall
Nr: 16317032
Organisation: School of Psychology, University of Leeds
E-mail: m.v.pownall@leeds.ac.uk
Co-authors: Richard Harris, Pam Birtill

Abstract
Global citizenship refers to the notion that students and graduates should be able to contribute to solving global problems in a responsible, informed, and ethical way. This endeavour looks different across different subjects and disciplines in Higher Education. In psychology, the subject-specific embodiment of global citizenship is psychological literacy. Psychological literacy is a concept in psychology learning and teaching in Higher Education that considers how psychology students can intentionally apply psychological knowledge to personal, professional and societal goals. Psychological literacy is promoted when students are supported to think about how their psychology content and skills can help them to contribute to solving real-world problems. However, despite the increasing prevalence of psychological literacy in Higher Education policy, there is a lack of research that centres student voices. Specifically, there is a notable absence of literature which investigates how psychological literacy is perceived by psychology students and whether it constitutes a unique set of graduate skills. Across two studies, we investigated student perceptions of psychological literacy. In Study 1, we investigated whether psychology students perceive psychological literacy attributes to be prevalent in their degree. In Study 2, we then explored whether students from other subjects also recognise psychological literacy. Across these mixed-methods studies, we found that in the UK psychology students generally do recognise and value psychological literacy attributes in their undergraduate learning. Further, students from other subjects (e.g., non-psychology STEM and Humanities) do not perceive psychological literacy attributes to be as prevalent as psychology students, which suggests a level of subject-specificity.

PARALLEL SESSIONS 2

Session 2 c: What can we learn from students' experiences?

Title of paper:

Transitional Experiences of First-Year Psychology Students and Implications for Pedagogical Practices
First author: Aideen Mcparland
Nr: 16439914
Organisation: Queen's University Belfast
E-mail: a.mcparland@qub.ac.uk
Co-authors: Gabrielle Geddis

Abstract

The transitional experiences of psychology students beginning their journey into Higher Education has changed drastically over recent years. This has undoubtedly been due to the impact of the COVID-19 pandemic, the ongoing mental health crisis that students face, and a shift in student expectations relating to teaching and learning practices in Universities (Atlam et al., 2022). This study aimed to investigate whether levels of student support, self-esteem, and perceived stress are predictive of better overall adjustment to studying psychology in Higher Education. A sample of 127 first-year psychology students studying at a University in Northern Ireland participated in this study by completing an online survey which measured each of these constructs. Multiple regression analyses revealed that increased levels of self-esteem and decreased levels of stress were predictive of better social and personal-emotional adjustment to University. Interestingly, social support was not identified as a significant predictor of social or personal-emotional adjustment to University at this early stage of studying psychology. Implications of these findings on teaching and learning will be discussed and recommendations put forth to enhance and promote inclusive teaching and learning practices within the discipline of psychology.

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PARALLEL SESSIONS 2

Session 2 c: What can we learn from students' experiences?

Title of paper:

First Generation University Students: Expanding the Bounds of Diversity or a Limiting Social Construction?

First author: H. Russell Searight
Nr: 16440215
Organisation: Lake Superior State University
Co-authors: Audrey J. Cornell

Abstract

Students who are the first in their family to attend university have been the focus of increased attention in Europe and the United States. The European University Institute recently developed a program to support FG students. While definitions of first-generation (FG) students vary, the term often refers to students from families in which one or both parents did not complete a university degree. Research on FG students has found that they often enter university with weaker scholastic backgrounds, receive lower marks, and are less likely to complete a degree. FG students are more likely to be from ethnic minority communities. Previous research on FG students' experience applied cultural mismatch theory. Compared with students with a parent who completed university, FG students are more likely to value collectivism over individualism. A frequently cited source of tension centers around the students' ongoing sense of duty to their families versus individual development through ta university education. Our research (Cornell & Searight, 2023) involved both quantitative and qualitative methods to investigate the experience of FG students. In addition to finding a greater collectivist orientation among FG students, qualitative data revealed that FG students reported feeling less confident, unsure about the university's hidden curriculum, and anxious about their background being discovered by their non-FG peers. While some universities have developed specific programs to support FG students, these programs often implicitly emphasize deficits while negating FG students' strengths such as family loyalty, duty to others, and the ability to overcome obstacles to achieving a university education.

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PARALLEL SESSIONS 3

Session 3 a: Inclusion, student loneliness and sustainability

Title of paper:
International student loneliness during the Pandemic
First author: Elida Cena
Nr: 16322445
Organisation: Queen's University Belfast
E-mail: e.cena@qub.ac.uk
Co-authors: Nicole McKibben, Diksha Balodia, Phoebe Mckenna-Plumley

Abstract
Loneliness is a problem which emerges significantly in current times. Recent research has shown the severity and visibility of loneliness among students during the Pandemic, as a factor that has significantly impacted their sense of belonging and psychological wellbeing. However, being away from their families and with a lack of social support, international students are the group of students that are mostly impacted by loneliness due to Covid restrictions. With the aim of understanding experiences of international students during this period, we conducted the current qualitative research with eight international students at a University in Northern Ireland. Data were collected using semi-structured interviews and the photo-elicitation technique. Findings suggest that participants highlighted strong feelings of loneliness, particularly in the initial phases because spaces in which students could develop interactions with other students were limited or non-existent. Additionally, the lack of family support, the perceived cultural changes and the absence of experiences important in the progression of life transitions affected the normal process of emerging into adulthood. Over time students displayed resilience and skills in how to cope with these situations. Findings highlight the importance of universities and wellbeing services to recognize the challenges experienced by international students in their efforts to improve student wellbeing.

PARALLEL SESSIONS 3

Session 3 a: Inclusion, student loneliness and sustainability

Title of paper:
Expansive learning for development of inclusion in higher education: contributions of the Change Laboratory in a Chilean institution
First author: Pilar Valenzuela Ramírez
Nr: 16324212
Organisation: Facultad de Psicología Universidad del Desarrollo
E-mail: pilarvalenzuela@udd.cl
Co-authors: Katalina Maldonado Amaro

Abstract
This paper aims to contribute to the understanding of the development of inclusion in higher education and to the reflection on the contributions of the Cultural-Historical Activity Theory (CHAT) in this field. For this purpose, a transforming experience in a Chilean university is presented. Specifically, an expansive learning process experienced by a work team that carries out programs to promote inclusion in the institution is shown. The tool named Change Laboratory (LC) was used to support the development of agency and the creation of new possible ways to address dilemmas related to diversity of student body. Based on the analysis of expansive learning actions, the results show the transformative power of collective reflection on local tensions and systemic contradictions in times of uncertainty. Contributions of CL as an epistemological tool for intervention and knowledge generation with social impact are discussed. Finally, the CHAT framework is highlighted for its potential to strengthen training processes in psychology and to foster transformations in HEIs that foster more inclusive and democratic learning spaces.

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PARALLEL SESSIONS 3

Session 3 a: Inclusion, student loneliness and sustainability

Title of paper:
Educating psychologists for sustainable development – an elective course at the Psychology programme at Karolinska Institutet

First author: Sara Widén
Nr: 16377632
Organisation: Karolinska Institutet
E-mail: sara.widen@ki.se

Abstract

As University teachers we have a responsibility to teach about planetary boundaries and sustainability and to provide our students with the knowledge and skills needed to engage in promoting sustainable development. This text describes an elective course at the Psychology programme at Karolinska Institutet titled 'Health behavior in a sustainable world'. The aim of the course is to give students a broad understanding of planetary boundaries and the environmental challenges we are facing today, as well as aspects of sustainable development that are of special relevance for psychologists. This includes material exploring human nature, the challenges of changing behavior, mechanisms driving societal and ideological polarisation as well as possible psychological mechanisms of societal change.' The pedagogy of the course is designed to help our students develop the cross-cutting skills and 'key competencies' that UNESCO has defined as being relevant in addressing the Sustainable Development Goals (SDGs) and includes self-studies as well as joint learning in small groups, based on a model called Interteaching.

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PARALLEL SESSIONS 3

Session 3 b: Workshop

Title of paper:
Demonstration of the Objective and Structured Clinical Examination in Psychology

Organizer(s):
Sara Edlund, Örebro University, sara.edlund@oru.se
Terese Glatz, Örebro University, terese.glatz@oru.se
Sofia Bergbom, Örebro University, sofia.bergbom@oru.se
Camilla Hakelind, Umeå University, camilla.hakelind@umu.se
Anna Sundström, Umeå University, anna.e.sundstrom@umu.se

Nr: 16432241

Abstract
As University teachers we have a responsibility to teach about planetary boundaries and sustainability and to provide our students with the knowledge and skills needed to engage in promoting sustainable development. This text describes an elective course at the Psychology programme at Karolinska Institutet titled 'Health behavior in a sustainable world'. The aim of the course is to give students a broad understanding of planetary boundaries and the environmental challenges we are facing today, as well as aspects of sustainable development that are of special relevance for psychologists. This includes material exploring human nature, the challenges of changing behavior, mechanisms driving societal and ideological polarisation as well as possible psychological mechanisms of societal change.' The pedagogy of the course is designed to help our students develop the cross-cutting skills and 'key competencies' that UNESCO has defined as being relevant in addressing the Sustainable Development Goals (SDGs) and includes self-studies as well as joint learning in small groups, based on a model called Interteaching.

PARALLEL SESSIONS 3

Session 3 c: Discussion

Title of paper:

An International Collaboration on Undergraduate Psychology Outcomes: Delineating Foundational Psychology Competences at the Undergraduate Level

Organizer(s):

Susanne Narciss, Technische Universität Dresden, Germany; susanne.narciss@tu-dresden.de
Susan Nolan, Seton Hall University, U.S.A.; s.nolan@shu.edu
Jacquelyn Cranney, University of New South Wales, Australia; j.cranney@unsw.edu.au
Remo Job, University of Trento, Italy; remo.job@unitn.it

Nr: 16447015

Abstract
The number of psychology undergraduate programs is increasing worldwide. The development of these programs is inspired both by international as well as national frameworks and policies of higher education. Furthermore, it is rooted in domain specific initiatives for the development of psychology curricula and professional standards. The increasing number and diversity of psychology undergraduate programs raises the question of what are their outcomes in terms of knowledge and skills (i.e. competences). More specifically, what do those who completed a psychology undergraduate degree know, and what kind of (professional) tasks can they accomplish successfully by applying this knowledge in a skilled way. In this roundtable discussion, the organizers will provide an overview of a new international collaborative project with 18 members from 14 countries, launched in 2022 by Susan Nolan (USA) and Jacquelyn Cranney (Australia). The goal of the collaboration is to delineate foundational competences for the undergraduate psychology major in a process similar to that for professional psychology competences (International Project on Competence in Psychology, 2016). The roundtable discussion will be opened with a description of the structures and processes that guide this project, including the central committee and a larger advisory group (both include ESPLAT-members). Furthermore, the organizers will outline the steps that have occurred, the current state of project outcomes, as well as additional planned processes, including broad and iterative stakeholder engagement. The discussion will address questions about both pedagogical and national/international models that might be relevant for the development of undergraduate learning outcomes, including psychological literacy.

PARALLEL SESSIONS 4

Session 4 a: Examination and Course evaluation

Title of paper:
Individual Reflection Papers as a Means to Support Group Exams in PBL
First author: Eva Hammar Chiriac
Nr: 16276461
Organisation: Linköping University
E-mail: eva.hammar.chiriac@liu.se

Abstract
An individual reflection paper (IRP) is a structured method requiring a student's written reflections on knowledge acquired and aspects of it to discuss at the student's next tutorial meeting. Previous experience and research on problem-based learning (PBL) have shown that the use of IRPs can act as a support for students' preparation for and learning in tutorial groups. It also appears that an IRP can facilitate tutors' assessments and examinations of students' individual engagement and contribution in tutorial groups. Against this backdrop, we aimed to explore if an IRP can act as a means to support group exams in PBL. Even though using group examinations aligns well with the epistemology of PBL, the dilemma of using joint learning while at the same time fulfilling individual assessment requirements is thought to make group exams become difficult to use. 152 IRPs were used as a basis to assess whether a particular group of students had acquired knowledge that would impact results on a group examination. By evaluating each student's submitted IRP, examiners were able to determine the extent to which each of the group participants contributed newly acquired knowledge to the content of the examination. Overall, completed IRPs clearly showed concurrence between acquired and requested knowledge, except on a few occasions. The findings are promising and suggest that IRPs can act as a means to support group exams in PBL.

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PARALLEL SESSIONS 4

Session 4 a: Examination and Course evaluation

Title of paper:
Psychometric evaluation of the Learning Experience Questionnaire (LEQ) course evaluation instrument – across university teachers and psychology students
First author: Lotta Strömsten
Organisation: Department of psychology, Umeå University
E-mail: lotta.stromsten@umu.se
Co-authors: Michael Gruber

Abstract
 A central part in the educational quality work at universities and their departments is the process of course evaluations. The Centre for Educational Development (UPL) at Umea university is working on developing and implementing a course evaluation instrument called the Learning Experience Questionnaire (LEQ). The instrument was originally developed by Dan Borglund and colleagues (Borglund et al., 2017) at The Royal Institute of Technology (KTH) in Stockholm. Since a couple of years, the Department of Psychology in Umeå has started to use this evaluation instrument. LEQ consists of 23 items measuring the students experience of their learning environment and factors believed to contribute to their learning (Bain, 2004). The 22 items have also tentatively been categorized into the three dimensions meaningfulness (6 items), comprehensibility (10 items) and manageability (6 items) inspired by Aron Antonovsky (1979). To further develop LEQ we will present a psychometric analysis of the instrument to look at what factors are present and if it is statistically reasonable to categorize the items into the three dimensions suggested. This study expands a previous analysis of university teachers in pedagogical education and adds psychology students. Preliminary reliability analysis of all items in LEQ suggests a high internal item reliability for the instrument with Cronbach´s alpha exceeding .90.

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Title of paper:
Enhanced Learning for Complex Lecture Texts through Retrieval Practice: The Forward Testing Effect in (Digital) Higher Education

First author: Christine Blech
Nr: 16447386
Organisation: FernUniversität in Hagen, Germany
E-mail: christine.blech@fernuni-hagen.de
Co-authors: Robert Gaschler, Veit Kubik

Abstract
It is a well-established finding that retrieving information from memory has a direct benefit on retention. Beyond this direct effect, retrieval practice also enhances subsequent learning of new contents relative to restudy – the so-called forward testing effect (FTE). In this online study (N = 308 undergraduate students of psychology), we tested the hypothesis that an FTE occurs for learning material from tertiary education, (i.e., exam-relevant lecture scripts). Using a 2 (practice type: retrieval vs. restudy) × 2 (self-regulation of practice time: yes vs. no) between-subjects design using free recall as the learning outcome, we found evidence of an FTE. The FTE occurred independent of whether the practice phase was self-regulated or not, and independent of age and episodic memory. The size of the FTE was partially mediated by the self-reported levels of cognitive effort. Contributing to evidence-based learning and teaching, the present work is one of the still relatively few studies demonstrating the FTE for complex real-word study materials. Future studies can put the focus on testing effects for video-based learning. Even though individual learner characteristics did not moderate the FTE in this study, we suggest investigating further cognitive and noncognitive learner characteristics (e.g., text anxiety, working memory) in order to find the optimal individual learning support for the educational practice.

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PARALLEL SESSIONS 4

Session 4 b: Discussion

Title of paper:
How can we approach the challenging task of teaching and learning self-awareness in psychologist training?

Organizer: Sara Widén
Discussants: Sara Isling, Cecilia Fyring, Camilla Hakelind, Maria Holmström, Lena Werner, Mattias

Nr: 16322123

Abstract
Since the start of the psychology program at Karolinska institutet (KI) in 2007 the students have completed a course in self-knowledge, instead of participating in psychotherapy as a mandatory part of their education which was the most common way for universities in Sweden to facilitate students self-reflective skills. This shift was somewhat controversial at first, but now most students and teachers at KI have embraced this setup. The goals of the course is to develop students ability to reflect about themselves in a group, led by a clinical psychologist, in relation to three themes: Working with a desired behavior change, developing clinical skills, and sustainability working as a clinical psychologist in the future/studying at the psychology program. This year we have changed the setup of the course, and revised the teacher manual making it fully accessible to students. We would love to discuss with others about their experiences in facilitating increased self-knowledge in students by giving a similar course or by including psychotherapy as part of the psychology program.

PARALLEL SESSIONS 4

Session 4 c: Discussion

Title of paper:
Embracing a global perspective in Learning and Teaching Psychology

Organizer: Giuseppina Marsico, University of Salerno
Discussants: Susanne Narciss, Paul Wilson, Robert Gaschler, Abigail Jones, Michael Gruber, Zumbach Jörg, Stuchlíková Iva, Richard Harris

Nr: 16440597

Abstract
Globalization and the world-wide growth of the discipline of psychology demands that professors become engaged in teaching internationally. There is no question that the benefits of teaching psychology internationally are terrific for both students and professors. They can have far reaching influences on curriculum, faculty and student development and university missions. However, there are still significant impediments and limits to teach internationally which need to be analyzed by the higher education community. There is also no doubt that teaching internationally can improve our cultural sensitivity and appreciation of the field of cultural psychology. The way in which we coincive the psycjological disciplines become enriched with, conseguntely, positive effects on the content of courses we deliver to our students.
The Round table aims at promoting a debade about the challenges of teaching internationally. How higher learning may promote international teaching opportunities that will bring faculty and psycholgy students more in tune with the culturally diverse world in which we live?

Title of paper:
Applying what is taught on learning strategies – the role of handouts

First author: Monica Mary Heil
Nr: 16389976
Organisation: FernUniversität in Hagen
E-mail: monica-mary.heil@fernuni-hagen.de
Co-authors: Veit Kubik, Robert Gashler

Abstract

Distance and online learning have gained relevance since onset of the COVID-19 pandemic and will likely continue to be an important part of education. In the context of teaching learning strategies to support the acquisition of course content, this study uses a longitudinal experimental design to compare different types of supplemental materials accompanying an asynchronous online lecture. Data were collected from 254 psychology students enrolled at a distance-learning university in Germany. They randomly received either a full script handout (FSH) or an incomplete handout (ICH) and watched an online video lecture on learning strategies meant to support students' acquisition of course content (i.e., biological bases of psychology, learning, motivation, and emotion). 233 of the 254 participants affirmed true or absolutely true to being generally satisfied with the online lecture. Participants who received the FSH were more satisfied with the handout then those who received the ICH (84% vs. 66%). Knowledge about learning strategies significantly predicted exam results. This connection was stronger in participants who received the ICH. The number of strategies students implemented to their learning routine predicted their score in the final exam. This study demonstrates that knowledge about learning strategies is relevant for learning outcomes and that it is worth investing resources to teach these to students. Though the type of handout had no effect on learning outcomes or transfer, the moderating effect of the handout lets us assume that it might be a relevant factor after all. This research paves the path for further experiments.

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PARALLEL SESSIONS 5

Session 5 a: Teaching and learning strategies and their effects

Title of paper:
Flipping the classroom in psychology lectures: Effects on learning success
First author: Gesa Bintz
Nr: 16406166
Organisation: University of Münster
E-mail: gesa.binz@uni-muenster.de
Co-authors: Jonathan Barenberg, Stephan Dutke

Abstract

Flipped, or inverted classroom approaches are assumed to offer more active learning opportunities in class than traditional lecture formats. A large body of research on flipped classroom focuses on producing evidence and practical guidelines to show that there are significant positive effects of this method. However, there is a lack of explanations why this teaching method may be superior to traditional teaching. Flipped classroom settings are extremely heterogeneous in regard to the presentation phase, in which new learning contents are presented, as well as to the elaboration phase, in which presented learning contents are further processed. This heterogeneity impedes determining whether a) the design of presentation (in or out of class), b) the design of elaboration (in or out of class), or c) the interplay between these two components contribute to beneficial effects observed in flipped classrooms. In a multi-study quasi-experimental approach, we investigated two lectures on educational psychology for teacher candidates (N = 719). In both lectures, the design of presentation was flipped and the design of elaboration was held almost constant. In the non-flipped format, learning contents were presented in class while in the flipped format, learning contents were presented out of class via lecture recordings from the respective traditional lecture. Thus, the presentation did not differ between both formats in regard to the content . Results indicated statistically significant, though small beneficial effects of the flipped classroom in various measures of learning success. Practical implications for sustainable implementation of flipped classrooms in psychology lectures will be discussed.

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PARALLEL SESSIONS 5

Session 5 a: Teaching and learning strategies and their effects

Title of paper:

Embedding Active Learning and Co-Creation with Students Bolsters Engagement: Evaluation of Two Undergraduate Psychology Modules

First author: Richard Harris
Nr: 16411476
Organisation: University of Leeds
E-mail: r.j.harris@leeds.ac.uk

Abstract

Research demonstrates that students' active engagement in course materials can bolster learning. Active learning is typically achieved in large undergraduate courses through small-group teaching involving class discussions and interactive activities. However, active learning activities are often added post-hoc to a course design, rather than being meaningfully and intentionally embedded into the curriculum to encourage student engagement and learning. To test the feasibility and impact of a co-created active learning approach across an undergraduate programme, we designed two undergraduate modules as part of a BSc Psychology degree: 'Biological Approaches to Human and Animal Behaviour' (a first-year core undergraduate module) and 'Face Perception' (a third-year elective undergraduate module). These modules were designed to incorporate small-group teaching, authentic assessment, co-creation, and embedded opportunities for active and engaged discussion and debate. In both modules, content was delivered in short online videos and time in class was spent in discussion and working in small groups towards an authentic assessment. We evaluated student engagement before and after students completed the module, using the UK Engagement Survey (Advance HE, 2017), which is a validated measure of student engagement in the United Kingdom. This demonstrated that, for both modules, students' engagement was improved as a result of module participation. Specifically, students reported having more opportunity for working with others, being part of a community of learners, exploring their own interests, and explaining course materials to others. These modules provide a template of how future ways of learning can meaningfully embed active learning in large cohort sizes on a Psychology BSc course.

PARALLEL SESSIONS 5

Session 5 a: Teaching and learning strategies and their effects

Title of paper:
Psychological constructs in police investigative interview training

First author: Sarah Ericsson
Nr: 16447396
Organisation: Umeå University
E-mail: sarah.ericsson@umu.se
Co-authors: Tova Stenlund, Markus Nyström, Lisa Öman Ekervhén, Martin Carlsson, Paul Davis

Abstract
As Swedish law enforcement embraces interviewing techniques that rely on psychological concepts and interpersonal skills, the teaching of these main ideas needs to be a central part of police education. This presentation will discuss how concepts familiar in psychology are understood and taught within Swedish police education today. Using materials from the Swedish police authority, teaching resources, and the scientific literature, this presentation aims to show how police education is adopting psychological perspectives and how psychological research and education can benefit in training police. We will also present future studies to further develop and incorporate psychological perspectives in educating law enforcement.

PARALLEL SESSIONS 5

Session 5 b: On the topic of Practice and Practical Applications

Title of paper:
Stress and sleep schools: An example of how to incorporate teaching with research and practice in collaboration with the local health care
First author: Maria Nordin
Nr: 16446332
Organisation: Umeå University
E-mail: maria.nordin@umu.se
Co-authors: Anna E. Sundström, Camilla Hakelind

Abstract

Teaching, research, and collaboration with the surrounding society are all important tasks for the University, but sometimes hard to integrate. The objective of this presentation is to showcase an example of how to combine teaching with clinical practice and research in collaboration with the primary health care in the subject of health psychology. Stress and sleep problems are common whereas resources for health care are limited. Therefore, students on their fifth semester in the Clinical master's program in psychology deliver a psychoeducative, CBT-based group treatment about stress or sleep at primary health-care units in Umeå, Sweden. The treatment is evaluated in a research project. Preliminary results show that students are satisfied with the course and patients are satisfied with the treatment, but that there is room for improvement. Moreover, preliminary results show that the patients' well-being improved during the four sessions of treatment and seem to continue to improve a year after completion, at least in some subgroups. The results show a successful cooperation between health-care and the department of psychology in which they both gets benefits: The students get to practice giving treatment in a real setting outside the university and the primary care saves resources while aiding patients' in improving their well-being. Moreover, the research project provides evidence for the treatment. Future plans include incorporating student-led digital stress and sleep schools in primary care.

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PARALLEL SESSIONS 5

Session 5 b: On the topic of Practice and Practical Applications

Title of paper:
Better with practice: Changes in beliefs about theory-practice relationship through practice experience

First author: Dorothea Horn
Nr: 16433880
Organisation: University of Bamberg
E-mail: dorothea.horn@uni-bamberg.de
Co-authors: Jennifer Paetsch, Barbara Drechsel

Abstract

In a rapidly changing and challenging world, teachers as influential social agents can play an important and promising role to guide through but also bring about positive change to individuals and society as a whole. This potential stresses even more the importance of professionalization of teachers and the need for elaborate learning settings to equip (future) teachers as reflective practitioners who systematically reflect and integrate practice and (psychological) theory. Therefore, we implemented a theory-practice learning setting to make the leap from solely teaching and understanding psychological content to applying it to a pedagogical setting. In a pretest-posttest control-group design, we analyzed the effects of the seminar on the preservice teachers' reflexivity and their beliefs about the theory-practice relationship. The oral presentation will describe the didactical concept and the results from its evaluation study. Results indicate that beliefs about the theory-practice relationship significantly change through the practice task in the intervention group, but reflexivity does not. Further results and implications for university learning settings will be discussed.

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Title of paper:
Learning of organizations, through becoming an organization: the design, development and evaluation of a practically applied course in work and organizational psychology

First author: Susanne Tafvelin
Nr: 16441582
Organisation: Department of Psychology, Umeå University
E-mail: susanne.tafvelin@umu.se
Co-authors: Hanna Irehill

Abstract

The purpose of this presentation is to showcase an innovative approach to teaching organizational psychology. We do this by becoming an organization ourselves, by focusing not only on theory but also practical skills, by high student participation and recurring feedback. The pedagogical approach is the idea that the class represent an organization where students work in teams, closely supported by line managers (teachers), lead by the CEO (the course leader). The class is the case from where learning takes place enabling students to learn from their own experience. Teaching is dependent on a high degree of student influence where structure and content may be adjusted in line with student needs. The course consist of 4 themes starting with the evaluation of their own work environment (Theme 1), continued by formulation of interventions to improve the working environment (Theme 2). Further, the students evaluate their own line managers (teachers) and provide feedback of improvement (Theme 3). Finally, we focus on bullying in working life (Theme 4) and uses real life cases which students analyze and suggest solutions.

Evaluation and improvement have been carried out systematically ever since the course started in 2013. In general, students and teachers appreciate this course and its content because of the applied aim and design, high student participation, close and continuous support from line managers (teachers) and recurrent feedback processes. Our presentation contributes with an example on how to organize a course in work and organizational psychology that brings about high student engagement and active learning.

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PARALLEL SESSIONS 5

Session 5 c: Poster session

Title of paper:

How do they use it? Logfile analysis of learning material utilization during exam preparation
First author: Rainer Scheuchenpflug
Nr: 16325971
Organisation: Institut für Psychologie, Universität Würzburg
E-mail: rainer.scheuchenpflug@uni-wuerzburg.de
Co-authors: Alexander Hörnlein

Abstract

Students in my statistics courses can use 25 exams from previous semesters to prepare for their exam (which contains new questions but covers the same topics). Since the material is provided in an electronic format and user interactions are logged, it is possible to analyze how learners use this (subjectively very) relevant material which is available early in the semester for preparation.

Logfile data from winter term 2021 (for Statistics 1) and summer term 2022 (Statistics 2) show that learners in general tend to use newer exams more often than older ones, even if older exams do provide similar training opportunities. Also, not surprisingly, learners tend to utilize material rather shortly before the exam, and a large percentage of users does not complete individual exams.

Interviews with students showed that presenting exam problems in the context of the original exam is hindering free interaction and self-selected learning. Therefore, a project starting in January 2023 will separate the existing exams into different subproblems and will add metadata like topic, difficulty, type of test, type of question etc., and integrate the collection of subtasks into the electronic system. The system will give students the opportunity to specifically select exam problems fitting to their current understanding and will provide individual feedback and inform about topics where they need further training. Hopefully, this change in the format learning material is presented will lead to a change of student learning and exercising behavior.

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Title of paper:
Students' perception of alignment between the content of the OSCE and the internship

First author: Anna E. Sundström
Nr: 16430419
Organisation: Department of Psychology, Umeå University
E-mail: anna.e.sundstrom@umu.se
Co-authors: Camilla Hakelind

Abstract

Constructive alignment between learning objectives and professional goals, teaching, and assessment is important to ensure high educational quality. The Objective structured clinical examination (OSCE) is a method designed to assess clinical skills. OSCEs are used frequently in the field of medical education, however recently there are a few examples of OSCE being introduced in psychology. The aim of this study was to investigate students' experience of the OSCE as preparation for clinical practice focusing on the alignment between the content of the OSCE and the internship. A questionnaire was sent to students immediately after the OSCE asking about students' perceptions of the OSCE. A follow-up questionnaire was sent out at the end of the clinical internship asking about the experience of the OSCE, the usefulness of OSCE as a preparation for the internship and whether they had used specific skills (examined in the OSCE) during the internship. Data was collected between autumn 2020 and autumn 2021. 56 students participated in the study, with mean age of 25.8 years, 73 % women. Results showed that the students felt that OSCE prepared them well for internship and indicated a good alignment between the content of OSCE and competences practiced during the internship.

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Title of paper:
Factors that predict the development of belief in one's own clinical ability during clinical psychology education: A pedagogical research project

First author: Per Höglund
Nr: 16431012
Organisation: Department of Psychology, Umeå University
E-mail: per.o.hoglund@umu.se
Co-authors: Susanne Tafvelin, Erik Domellöf

Abstract
Objective
To outline a pedagogical research project aspiring to investigate changes in belief in own clinical ability in clinical psychology students following a revision of the clinical psychology education, Umeå University. Based on theoretical models of transfer, the project specifically aims to target factors that predict the development of clinical ability during the education.

Methods
Longitudinal questionnaire data will be collected at four measurement occasions: in the beginning of the 6th semester (T6; start of clinical integrative course), after an objective structural clinical examination (OSCE) during T6, at the end of T6 (after end of 15 weeks clinical internship), and at the end of the 8th semester (after completed own client work at the Department clinic). The questionnaire includes background questions and a selection of validated instruments measuring self-efficacy (Conselor activity self-efficacy; General self-efficacy), motivation (The Situational Motivation Scale), work environment (The Copenhagen Psychosocial Questionnaire), attitudes, learning and transfer (Learning and applicability survey, Training satisfaction survey, Organizational climate survey).

Results
The study is ongoing but preliminary results will be discussed.

Significance
The project will provide new knowledge regarding OSCE in a psychology education setting (short-term) and regarding the development of belief in own clinical ability in psychology students together with promoting factors (long-term). The study may further inform psychology education at other universities about consequences of revisions geared toward increased vocational training in terms of transfer and measurements of self-efficacy. These aspects are important indicators of whether a clinical psychology study programme provides high quality education that prepares the students for future clinical work.

PARALLEL SESSIONS 5

Session 5 c: Poster session

Title of paper:
Approaches and Strategies in Health Psychology teaching and learning: towards a globalized approach

First author: Giuseppina Marsico
Nr: 16447092
Organisation: Università degli Studi di Salerno, Baronissi, Salerno, Italia
E-mail: gmarsico@unisa.it
Co-authors: Giulia Savarese, Luna Carpinelli, Tiziana Marinaci, Monica Mollo, Nadia Pecoraro

Abstract

This paper explores the important characteristics of training programs in educational courses that concern Health psychology curriculum in the globalized world in accordance with the recommendations of the American Psychological Association (APA, 2011, 2013, 2016).

The central and overarching issue is the adaptation of psychology teaching to university students in health care professions. Health psychology is a relatively recent and rapidly expanding discipline that explores the psychological and behavioral aspects associated with changes in health and disease in humans (Tran, 2013). APA Division 38-Health Psychology is dedicated to the promotion and maintenance of good health, and the prevention and treatment of illness.

Evidence-based practice (EBP) requires educators to inject significant new content into research, design, and methodology courses, and to further integrate research and practicum training (Bauer, 2007).

Clinicians must have broad knowledge of the science of behavior, the relationships between behavior and health, and the mechanisms of behavior change. Education and training must include a special focus on biological, cognitive, affective, and cultural factors that affect health and health-care delivery, in addition to issues surrounding diversity. This knowledge, which is foundational for all APA-accredited professional psychology programs, is essential for interpreting clinical observations, evaluating whether research results are appropriate to the current clinical situation, and integrating research findings with clinical expertise and patient values (Collins Jr, Leffingwell, & Belar, 2007).

It is crucial to construct a learning environment that supports reflection and same guidelines between training group international members (Ariza et al., 2013).

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Title of paper:

Balancing autonomy and guidance in online learning: free vs. suggested sequence of recorded video lectures

First author: Franziska Wehrhahn

Nr: 16276993

Organisation: CATALPA, FernUniversität in Hagen

E-mail: franziska.wehrhahn@fernuni-hagen.de

Co-authors: Fang Zhao, Robert Gaschler

Abstract

Moodle learning environments can allow learners to access all materials in unconstrained order or to unlock them in the sequence of the recorded video lecture series. That means learners can engage in own segmenting activities through exploration or exploit given sequencing of learning environments, as digital support. Digital support of autonomy, structure and involvement can help a transition from extrinsic to intrinsic motivational orientation. By analyzing log data of quizzes attached to video lectures in a distance teaching Moodle course, we observed that most BSc. psychology students followed the suggested sequence. Yet, in a survey the majority of learners claimed to prefer Moodle learning environments in which they can access all materials in unconstrained order. When contrasting different possible setups in a vignette study, higher intrinsic and introjected motivational orientation was found when the vignette matched the learners' preference with regard to imposing a sequential order vs. allowing choice.

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PARALLEL SESSIONS 5

Session 5 c: Poster session

Title of paper:

Open for all - teaching psychology in a flexible and scaleable way: a case of Open University of the University of Jyväskylä (JYUOpen)

First author: Virpi Uotinen
Nr: 16418248
Organisation: The Open University of the University of Jyväskylä (JYUOpen)
E-mail: virpi.uotinen@jyu.fi
Co-authors: Suvi Waselius

Abstract

The need for psychological knowledge in society has increased. We present the model used at the Open University of the University of Jyväskylä (JYUOpen) to meet the high demand for psychology in a manner that takes the needs of an adult student into account. JYUOpen offers two psychology study programs (Basic Studies 25 ECTS, Subject Studies 35 ECTS) which are included in the faculty's curriculum. In case a student continues later as a Master's degree student, these studies will be credited as such. Both study programs are offered online throughout the year and have continuous registration without pre-requisite studies. Self-paced, i.e. study independent of time and place, in the online learning environment Moodle is possible with several different study methods such as written assignments, online exams, multiple choice questionnaires. Moodle's workspace contains all the material needed for study, such as lecture recordings, course literature and articles. JYUOpen has developed guidance-oriented pedagogy that takes the needs of an adult student into account. In addition to providing academic content, it promotes the development of study methods and skills. It includes that students receive guidance and versatile feedback throughout studies, which aims at keeping students committed to their studies. Although studying takes place independently, the progress of the studies and the feeling of social belonging are supported by offering various interaction channels such as free discussion area, Zoom meetings with the teacher and peer feedback. With this model our aim is to support the completion of studies for every individual student.

PARALLEL SESSIONS 5

Session 5 c: Poster session

Title of paper:
Statistics anxiety and the impact of instant feedback timing on undergraduate Psychology students
First author: Abigail Jones
Nr: 16443580
Organisation: Birmingham City University
E-mail: abigail.jones4@mail.bcu.ac.uk
Co-authors: Jeffrey Wood, Keeley Abbott, Emma McDonald

Abstract
A well-known barrier that can interfere with research methods and statstics learning is statistics anxiety (SA), which impacts 70% to 90% of students (Zeidner, 1991). Statistical anxiety has been noted to have debilitating effects on those who experience it, and negatively impacts academic performance (e.g., Onwuegbuzie & Jiao, 2000). The use of feedback (correct answers) is reported to have positive effects on learners' achievement (Hattie, 2009), motivation (e.g., Deci et al., 1991) along with self-efficacy (Asghar, 2010). Instant and delayed feedback often follows an answer until correct format, allowing students to actively trial responses while creating a safe environment to fail and correct themselves while seeking correct answers (Epstein & Brosvic, 2002). The previous literature has stated the effectiveness of feedback for students' learning. No direct research has considered the timing of online instant feedback (after each question vs after each question block vs after task completion) on psychology students' SA and self-efficacy when enrolled on a RMS module. The present study fills this gap, where students responded to a statistical anxiety rating scale and self-efficacy measure pre- and post-instant online feedback.

PARALLEL SESSIONS 5

Session 5 c: Poster session

Title of paper:

Online quizzes with closed questions: Countering shallow processing by elaborate feedback and transfer items

First author: Robert Gaschler

Nr: 16447208

Organisation: FernUniversität in Hagen, Germany

E-mail: robert.gaschler@fernuni-hagen.de

Co-authors: Monica Mary Heil, E. Helin Yaban, Natalie Enders, Veit Kubik

Abstract

Online quizzes are an economic method for formative assessment in universities. However, closed questions have been criticized for promoting shallow learning. Extending a previous field study (Enders, Gaschler, & Kubik, 2021) we tested whether providing (a) elaborate feedback and (b) including transfer items that punish shallow strategies, might help to better harvest the learning benefits of this teaching tool. In the present field study N=558 students in an online learning environment completed quizzes consisting of 60 true–false statements on the biological bases of psychology in each of two sessions. Feedback was always administered directly after completing an item and made explicit what the correct answer would have been. In Session 1 for only half of the items we additionally provided a short explanation for why the answer was (in)correct. In Session 2 we (a) tested half of the items again to access knowledge gain and (b) included transfer items mapped to the other half of the items. Here, the same issue was raised again (e.g., way in which information is being transmitted by action potentials), yet the specific content and correct answer differed compared to Session 1. Hence, a person could not do well by merely memorizing topic plus answer (i.e., that the question on the action potential goes with a "yes" answer). The results suggest that students profited more strongly from elaborate feedback (as compared to basic feedback) in repeated and transfer items. Hence, quiz-based learning led to learning gains that cannot be attributed to shallow learning strategies.

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PARALLEL SESSIONS 5

Session 5 c: Poster session

Title of paper:
School as a place of resonance and tolerance
First author: Doris Bilgeri
Nr: 16439820
Organisation: University of Education Vienna/Krems
E-mail: doris.bilgeri@kphvie.ac.at
Co-authors: Zoltan Peter

Abstract

The research team around the sociologist Zoltan Peter has been dealing with the world relationship of students for a long time. They substantiate their empirical surveys primarily with Hartmut Rosa's resonance theory and Rainer Forst's tolerance theory. The team starts from the following thesis: "All people or systems, societies, but also cultures and languages can ultimately be understood on the basis of what they are open to (openness) and on the basis of what they like, desire or love (resonance) and subsequently also how they deal with what they don't necessarily like, what they don't commit themselves to, what they don't encourage or don't support (tolerance)." On the basis of this basic thesis, a current empirical study on the subject was carried out using the example of secondary schools - the previous study was about the refugees, see the bibliography. The current study looked for differentiated answers as to why Austrian middle schools are conspicuous for their increased interpersonal conflicts. In the study, a total of more than 1000 people were included in the analysis. 592 students, 292 parents and 187 teachers were surveyed using questionnaires. In the course of the qualitative sample, 50 people were interviewed: 40 students and 10 teachers. In addition to the empirical study, the concepts of resonance and tolerance pedagogy are also presented.

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PARALLEL SESSIONS 5

Session 5 c: Poster session

Title of paper:
An Active Learning Method to Improve Critical Thinking at the University

First author: Monica Mollo
Nr: 16447219
Organisation: University of Salerno, Italy
E-mail: mmollo@unisa.it
Co-authors: Giuseppina Marsico, Giulia Savarese, Nadia Pecoraro, Luna Carpinelli

Abstract

The paper is the result of a critical reflection and research that emphasizes the role of argumentation in learning processes. It is based on the analysis of the argumentative skills of a group of students in the preparatory year of the Faculty of Engineering at the University of Salerno. Argumentation is a discursive mode aimed at demonstrating and justifying a certain type of reasoning (in scientific and non-scientific fields). When argumentation is not used in a field where it is necessary to prove something logically, it takes the form of a kind of critical engagement aimed at justifying the position taken (or, rather, the reasoning employed) (Rigotti, Greco, 2010). There is a general assumption that students have argumentation skills and that they will be able to use them in a variety of settings. However, this is not always the case (Noddings, Brooks, 2017). The study of argumentative modes (or forms) presented here aims to show the role of argumentation (as a scaffolding device) in the processing and transformation of knowledge (reflective knowledge) (Schwarz, Baker, 2017). Such elements fundamentally lead to the improvement/support of critical thinking. To this end, the results of a teaching activity focused on argumentation are presented. This activity was carried out in the course "Verbal Comprehension".

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