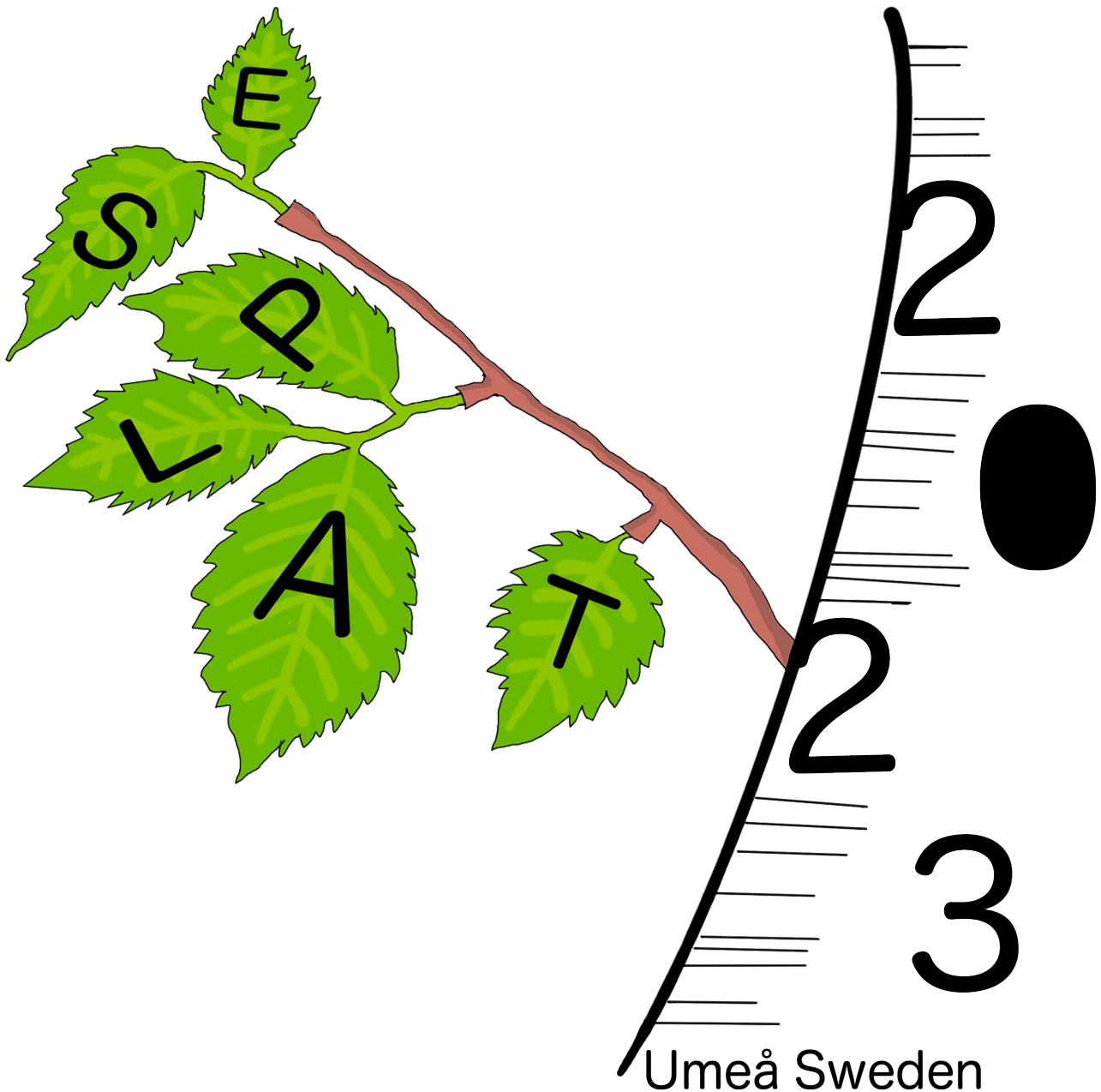


PROGRAM ESPLAT 2023

Conference theme: Learning and Teaching Psychology in a Changing World

14th – 16th of June 2023, Umeå, Sweden



UMEÅ UNIVERSITY
DEPARTMENT OF PSYCHOLOGY



SOCIETY OF THE
TEACHING OF
PSYCHOLOGY




PROGRAM ESPLAT 2023, 14th – 16th of June 2023, Umeå, Sweden

Wednesday June 14

11.30-13.00	Entrance Hall	Registration and coffee
13.00-13.30	Vardagsrummet	ESPLAT 2023 Welcome and opening. Susanne Narciss , President of ESPLAT, Michael Gruber , Convener of the ES-PLAT conference, Presentation of PLAT Zoe Sander , Journal managing editor
13.40-14.10	Vardagsrummet	On sustainability and teaching psychology Annika Nordlund , Head of Department, Psychology, Umeå
14.20-15.20	HUM.D.210 (Hörsal E)	Keynote 1 Thérèse Skoog <i>Sustainable and accessible learning environments in higher education</i>
15.20-15.50	Entrance Hall	Coffee/tea
15.50-17.20	See detailed schedule	Parallel sessions 1
17.30	Entrance Hall	Welcome reception with short welcome from Greg Neely, Professor of Psychology and Faculty Dean

Thursday June 15

08.30-09.00	Entrance Hall	Registration and coffee
09.00-10.30	See detailed schedule	Parallel sessions 2
10.30-11.00	Vardagsrummet	Coffee/tea and film: The Society for the Teaching of Psychology
11.00-12.00	See detailed schedule	Parallel sessions 3
12.00-13.15		Lunch
13.15-14.15	HUM.D.210 (Hörsal E)	Digital Keynote 2 Robert Sternberg <i>Time Bomb: How the Western Conception of Intelligence is Taking Down Humanity and What to Do about It</i>
14.30-15.30	HUM.D.210 (Hörsal E)	ESPLAT General Assembly In addition to providing reports from the President and Executive Committee, the General Assembly of ESPLAT will provide a forum for the discussion of ideas and aspirations for ESPLAT. All current members and potential future members are welcome and encouraged to attend for an opportunity to help steer the direction of ESPLAT in the coming years. Come and be part of the future of Psychology Learning and Teaching across Europe!
15.30-16.00	Entrance Hall	Coffee/tea
16.00-17.00	See detailed schedule	Parallel sessions 4
17.15-18.30	From campus to dinner location	Social walk with quiz
18.30	P5, Väven Umeå City	Conference dinner
	JOR is a company that sells products for example the BioPac equipment for measuring physiological responses. They will present on Thursday, in Vardagsrummet, their products for research as well as teaching.	

Friday June 16

08.30-09.00	Entrance Hall	Registration and coffee
09.00-10.30	See detailed schedule	Parallel sessions 5
10.30-11.00	Entrance Hall	Coffee/tea
11.00-12.00	HUM.D.210 (Hörsal E)	Keynote 3 Kelley Haynes-Mendez <i>Pursuing Equity and Justice for Psychology Students in Higher Education</i>
12.00-12.30	HUM.D.210 (Hörsal E)	Official closure and best poster award

DETAILED SCHEDULE, June 14

Parallel sessions June 14			
15.50-17.20 90 min parallel sessions 1, Orals: 15 min per presentation + 5 minutes for questions			
Session 1a: Oral presentations Professional development in teacher training	HUM.G.211	1	Silvia Panzavolta, Lorenza Orlandini <i>Inclusive environments and teachers' professional development: a research activity in K-12 schools in Italy</i>
		2	Åge Diseth <i>Reflection notes as professional development of future psychology teachers</i>
		3	Carmen Herrmann, Barbara Drechsel, Christof Beer <i>Virtual Gaming Simulation (VGS) in the Teacher-Training Program: Fostering Counseling Competences in Preservice Teachers</i>
		4	Sarah Lukas, Kristina Götz, Robert Grassinger <i>Reducing Corona-induced educational slumps – Training preservice teachers to be children-coaches</i>
Session 1b: Oral presentations Evidence-based and case-based methods	Rum för lärande	1	Eva Bosch, Birgit Spinath <i>Investigating the advantage of evidence-based learning activities for students' accuracy and confidence in their own knowledge</i>
		2	Sally Wiggins, Sandra Nyberg <i>Developing an evidence-based communication skills training resource for group tutorials using real-life video analysis</i>
		3	Demian Scherer, Stephan Dutke <i>"What if?" – Effects of digital case-based explorations in teacher education</i>
		4	Lotta Strömsten, Michael Gruber, Dan Borglund <i>The Learning Experience Questionnaire (LEQ) course evaluation instrument – utility and process methodology for course development</i>
Session 1c: Oral presentations Student motivation, stress and self-esteem	HUM.G.230	1	Zoe Sander, Eva Bosch, Birgit Spinath <i>Motivation in Offline-Mode? - Motivational Development and Learning Success in Regular and Pandemic-Related Online Semesters in a Lecture Course</i>
		2	Benedetta Ragni, Martina Rossi, Giusi Antonia Toto, Pierpaolo Limone <i>Skilling up Teachers on Intrinsic Motivation through Virtual Reality: A Serious Game to Teach Educational Psychology in a Group of In-training Teachers</i>
		3	Monique Landberg <i>Visualization as a means to reduce objective and subjective stress of students during exam times</i>
		4	Pam Birtill, Emily Manning, Richard Harris, Madeleine Pownall <i>The behavioural consequences of imposter feelings in undergraduate Psychology students</i>

DETAILED SCHEDULE, June 15

Parallel sessions June 15			
09.00-10.30			
90 min parallel sessions 2, Orals: 15 min per presentation + 5 minutes for questions			
Session 2a: Oral presentations Experiences from interactive and online learning	HUM.G.230	1	Julie Lazzara, Virginia Clinton-Lisell <i>Using Social Annotation to Enhance Student Engagement in Psychology Courses</i>
		2	E. Helin Yaban, Franziska Wehrhahn, Chryss Reinhardt, Robert Gaschler <i>Having a backup plan as a facilitator or inhibitor to success in online education</i>
		3	Iva Stuchlíková <i>Online project-based course on motivation to study online in Covid-19 lockdown – lessons learned</i>
		4	Joerg Zumbach, Anna Geroldinger <i>Overcoming the myths: Interactive Learning Environments as Myth Busters in Teaching and Learning</i>
Session 2b: Oral presentations Metacognition and its role in teaching and learning	HUM.G.219	1	Yuting He Zhang, Karine Duvignau, Nathalie Huet <i>Embodied learning, the positive effects of enactment in teaching and learning novel words in a foreign language</i>
		2	Maxine Swingler, Lorna Morrow, David Nicol <i>Generating internal feedback from self and peer review</i>
		3	Eleonora Papaleontiou - Louca <i>Do young children know what they know?</i>
		4	Dorothea Dornheim, Carla Rosenberger, Anita Knöferle, Jennifer Paetsch <i>Fostering Pre-Service Teachers' Psychological Pedagogical Content Knowledge: Development and Evaluation of a Learning Module</i>
Session 2c: Oral presentations What can we learn from students' experiences?	Rum för lärande	1	Stephanie Burns, Elida Cena, Ruth Lee, Katie Gillespie, Paddy O'Connor, Tara Anderson, Grace Duffy, Lisa Graham-Wisener <i>Perceptions of studying psychology at university level: a qualitative study with young men in pre-tertiary education in the UK</i>
		2	Madeleine Pownall, Richard Harris, Pam Birtill <i>Global Citizenship and Psychological Literacy in the University Curriculum: A Study of Student Perceptions</i>
		3	Aideen Mcparland, Gabrielle Geddis <i>Transitional Experiences of First-Year Psychology Students and Implications for Pedagogical Practices.</i>
		4	H. Russell Searight, Audrey J. Cornell <i>First Generation University Students: Expanding the Bounds of Diversity or a Limiting Social Construction?</i>
Session 2d: Research sandpit How do we approach teaching open science in psychology and when?	HUM.G.211	Organiser Abigail Jones Discussants	

DETAILED SCHEDULE, June 15

Parallel sessions June 15			
11.00-12.00 60 min parallel sessions 3, Orals: 15 min per presentation + 5 minutes for questions			
Session 3a: Oral presentations Inclusion, student loneliness and sustainability	HUM.G.230	1	Elida Cena, Nicole McKibben, Diksha Balodia, Phoebe Mckenna-Plumley <i>International student loneliness during the Pandemic</i>
		2	Pilar Valenzuela Ramírez, Katalina Maldonado Amaro <i>Expansive learning for development of inclusion in higher education: contributions of the Change Laboratory in a Chilean institution</i>
		3	Sara Widén <i>Educating psychologists for sustainable development – an elective course at the Psychology programme at Karolinska Institutet</i>
Session 3b: Workshop Demonstration of the Objective and Structured Clinical Examination in Psychology	HUM.G.211	Organiser Sofia Bergbom Discussants Sara Edlund, Terese Glatz, Sofia Bergbom, Camilla Hakelind, Anna Sundström	
Session 3c: Discussion An International Collaboration on Undergraduate Psychology Outcomes: Delineating Foundational Psychology Competences at the Undergraduate Level	Rum för lärande	Organiser Susanne Narciss, Susan Nolan, Jacquelyn Cranney, Remo Job Discussants	

Parallel sessions June 15			
16.00-17.00 60 min parallel sessions 4, Orals: 15 min per presentation + 5 minutes for questions			
Session 4a: Oral presentations Examination and Course evaluation	HUM.G.230	1	Eva Hammar Chiriack <i>Individual Reflection Papers as a Means to Support Group Exams in PBL</i>
		2	Lotta Strömsten, Michael Gruber, Dan Borglund <i>Psychometric evaluation of the Learning Experience Questionnaire (LEQ) course evaluation instrument – across university teachers and psychology students</i>
		3	Christine Blech, Robert Gaschler, Veit Kubik <i>Enhanced Learning for Complex Lecture Texts through Retrieval Practice: The Forward Testing Effect in (Digital) Higher Education</i>
Session 4b: Discussion How can we approach the challenging task of teaching and learning self-awareness in psychologist training?	HUM.G.211	Organiser Sara Widén Discussants Sara Isling, Cecilia Fyring, Camilla Hakelind, Maria Holmström, Lena Werner, Mattias Forsblad	
Session 4c: Discussion Embracing a global perspective in Learning and Teaching Psychology	Rum för lärande	Organiser Giuseppina Marsico Discussants Susanne Narciss, Paul Wilson, Robert Gaschler, Abigail Jones, Michael Gruber, Zumbach Jörg, Stuchlíková Iva, Richard Harris	

DETAILED SCHEDULE, June 16

Parallel sessions June 16			
09.00-10.30 90 min parallel sessions 5, Orals: 15 min per presentation + 5 minutes for questions Posters: 5 minutes per presentation			
Session 5a: Oral presentations Teaching and learning strategies and their effects	Rum för lärande	1	Monica Mary Heil, Veit Kubik, Robert Gashler <i>Applying what is taught on learning strategies – the role of handouts</i>
		2	Gesa Bintz, Jonathan Barenberg, Stephan Dutke <i>Flipping the classroom in psychology lectures: Effects on learning success</i>
		3	Richard Harris <i>Embedding Active Learning and Co-Creation with Students Bolsters Engagement: Evaluation of Two Undergraduate Psychology Modules</i>
		4	Sarah Ericsson, Tova Stenlund, Markus Nyström, Lisa Öman Ekervhén, Martin Carlsson, Paul Davis <i>Psychological constructs in police investigative interview training</i>
Session 5b: Oral presentations On the topic of Practice and Practical Applications	HUM.G. 230	1	Maria Nordin, Anna E. Sundström, Camilla Hakelind <i>Stress and sleep schools: An example of how to incorporate teaching with research and practice in collaboration with the local health care</i>
		2	Dorothea Horn, Jennifer Paetsch, Barbara Drechsel <i>Better with practice: Changes in beliefs about theory-practice relationship through practice experience</i>
		3	Susanne Tafvelin, Hanna Irehill <i>Learning of organizations, through becoming an organization: the design, development and evaluation of a practically applied course in work and organizational psychology</i>
Session 5c: Poster session	Vardagsrummet	1	Rainer Scheuchenpflug, Alexander Hörnlein <i>How do they use it? Logfile analysis of learning material utilization during exam preparation</i>
		2	Anna E. Sundström, Camilla Hakelind <i>Students' perception of alignment between the content of the OSCE and the internship</i>
		3	Per Höglund, Susanne Tafvelin, Erik Domellöf <i>Factors that predict the development of belief in one's own clinical ability during clinical psychology education: A pedagogical research project</i>
		4	Giuseppina Marsico, Giulia Savarese, Luna Carpinelli, Tiziana Marinaci, Monica Mollo, Nadia Pecoraro <i>Approaches and Strategies in Health Psychology teaching and learning: towards a globalized approach</i>
		5	Franziska Wehrhahn, Fang Zhao, Robert Gaschler <i>Balancing autonomy and guidance in online learning: free vs. suggested sequence of recorded video lectures</i>
		6	Virpi Uotinen, Suvi Waselius <i>Open for all - teaching psychology in a flexible and scaleable way: a case of Open University of the University of Jyväskylä (JYUOpen)</i>
		7	Abigail Jones, Jeffrey Wood, Keeley Abbott, Emma McDonald <i>Statistics anxiety and the impact of instant feedback timing on undergraduate Psychology students</i>
		8	Robert Gaschler, Monica Mary Heil, E. Helin Yaban, Natalie Enders, Veit Kubik <i>Online quizzes with closed questions: Countering shallow processing by elaborate feedback and transfer items</i>
		9	Doris Bilgeri, Zoltan Peter <i>School as a place of resonance and tolerance</i>
		10	Monica Mollo, Giuseppina Marsico, Giulia Savarese, Nadia Pecoraro, Luna Carpinelli <i>An Active Learning Method to Improve Critical Thinking at the University</i>