



## **Report 2015-2017**

**of the**

## **Board of Educational Affairs**

**To the EFPA General Assembly in Amsterdam on  
July 15-16, 2017**

Point to note:

1. This report covers a period of 2 years, from the General Assembly 2015 till the General Assembly 2017.
2. Reports will be included in the material to be received and read by the Delegates to the General Assembly.
3. Apart from exceptional cases, to be decided upon by the Executive Council, there will be no oral presentations of committee reports to the General Assembly.
4. All reports will be accompanied by written recommendations of the Executive Council.
5. Proposals for decisions to be taken by the General Assembly need endorsements of the Executive Council.
6. Committees will be informed about decisions of the General Assembly affecting their remit or activities.

**Please send the Report by April 30 to EFPA Head Office at [headoffice@efpa.eu](mailto:headoffice@efpa.eu)**

## Report 2015 -2017

### Executive summary

In this report, six topics are highlighted: (a) education and qualification of psychology bachelors, (b) teaching of psychology in secondary schools (c) evidence-based teaching of psychology (d) Psychology curricula for non-psychologists, (e) immigration phenomena and the education of psychologists, (f) promoting research on teaching psychology, and (g) human rights education. The General Assembly is asked to take notice of five aspects related to the points a, b, d, e, and f (see page 8).

### Introduction

This report covers the activities of the EFPA Board of Educational Affairs (BEA), performed during the period July 2015 – April 2017. In 2011, the General Assembly described the Board’s assignment as follows:

*EFPA needs a permanent body („Board“) that will monitor and assess developments in the teaching of psychology, develop standards, and give advice on issues of concern to students and teachers.*

*The focus shall be on the academic education of psychology at all levels (BA, MA, PhD, post-graduate), but the teaching of psychology to other professions and the general public shall also be included.*

Our report is based on the Board’s work plan for 2016/17 and our report on the Board’s activities in May 2015, which has been approved by the General Assembly in July 2015. The EC did not ask for specific activities to be performed.

### Activities

#### 1. Evaluating education and qualification of psychology bachelors

##### 1.1 Activity as planned:

Based on selective evidence BEA members agree that the qualifications of psychology bachelors are undervalued “when it is solely perceived as the foundation training for professional psychologists” (minutes of the BEA meeting April 27, 2012). A bachelor degree in psychology may also be evaluated as substantially fostering psychological literacy of those who are going to continue with other masters studies or work in other professional fields.

After discussing this problem in a broader context, based on information about psychology study programs in 16 European countries (Reddy, Dutke, Papageorgi, & Bakker, 2014) we planned to compile concrete psychology bachelors' qualifications and integrate them in a text that should be disseminated in a way still to be determined.

### 1.2 Activity as performed:

Information collection is still going on. One of the problems is that substantial information about bachelor qualifications is encoded in the descriptions of study modules. It is extremely laborious checking these descriptions across different universities and countries. More abstract descriptions of bachelor qualifications are often more programmatic than based on empirical data.

### 1.3 Achievements:

As the collection of information is still in progress, the text announced in our work plan 2016-2017 is not yet available.

## **2. Promoting teaching of psychology in secondary schools**

### 2.1 Activity as planned:

We appreciate that EFPA feels "responsible for stimulating the teaching of psychology at secondary schools throughout Europe as to educate the general population" (EFPA, 2013, p. 11). We share this aim with the European Federation of Psychology Teachers' Associations (EFPTA). Together with EFPTA, we planned to engage in disseminating this aim and supporting local initiatives directed at this aim.

### 2.2 Activity as performed:

EFPTA and BEA developed an online questionnaire targeting the MA's awareness of psychology as a subject in schools. For example, the executive boards of EFPA's MAs were asked to report the extent to which they are

- informed about the contents and structure of psychology curricula in pre-tertiary education,
- engaged in the development of such curricula
- informed about and engaged in the education of psychology school teachers.

Data collection is still going (some MAs are answering with large delays). Preliminary results were presented at the Teaching Institute in the context of the International Convention of Psychological Science in Vienna 2017 (Dutke, 2017). A more elaborate presentation has been submitted to the European Psychology Learning and Teaching Conference in Salzburg 2017 (Williamson, in preparation). This presentation will be part of a symposium on pre-tertiary psychology teaching that is jointly organized by EFPTA and BEA.

### 2.3 Achievements:

The cooperation between BEA and EFPTA has been intensified by these joint ventures. We succeeded in raising awareness for the importance of teaching psychology at secondary schools at least in some MAs. The contributions to conferences about this topic will help to increase psychologists' sensitivity for the (continuing) education of psychology teachers in secondary schools.

## 3. Evidence-based teaching of psychology

### 3.1 Activity as planned:

Psychological research has generated theoretically well-founded and empirically investigated principles of learning and teaching, e.g., spaced learning, writing to learn, multi-modal learning, collaborative learning, practice testing, and many others. According to Dunn, Saville, Baker, and Marek, (2013), evidence-based teaching rests on the idea that teaching and learning can be improved when teachers consider these principles in designing learning opportunities and when learners recognise them as supporting their own learning processes. Applying these principles is particularly suitable for teachers and students of psychology, because these principles emerged from psychological research, i.e. from their own academic discipline. We planned to publish a special issue in *Psychology Learning and Teaching* on examples of evidence-based teaching in psychology. In addition, to further disseminate findings from the special issue and attract interest to research in this area, we have submitted a proposal for a symposium on evidence-based teaching in psychology at the *European Psychology and Learning Teaching Conference* in Salzburg 2017 with contributions from papers from the special issue.

### 3.2 Activity as performed:

The call for papers for the special issue was published in December 2015, which elicited 28 proposals. After a first review round 16 authors (author teams) were invited to submit full manuscripts. Finally, six of the twelve submitted manuscripts were accepted. The editorial work is completed and the special issue *Evidence-based teaching: Examples from learning and teaching psychology* will appear in July 2017. The articles (Blech & Gaschler, 2017; Boser et al., 2017; Bruno & Dell'Aversana, 2017; Koch & Spörer, 2017; Schwier, Barenberg, & Dutke, 2017; Venza, Falgares, & Guarnaccia, 2017) and the editorial (Dutke, Bakker, Papageorgi, & Taylor, 2017) are already available online. The symposium proposal for the EuroPLAT 2017 conference was submitted in April 2017 and we are currently waiting for a response from the conference organising committee.

### 3.3 Achievements:

We emphasized the importance of the concept of evidence-based teaching for psychology and provided evaluated examples available in an international peer-reviewed journal pertinent for the teaching of psychology.

## **4. Psychology curricula for non-psychologists**

### 4.1 Activity as planned:

To a substantial extent, psychology's image in the public is influenced by how psychology is taught to students of other academic disciplines and to professionals in other fields. In summer 2013, BEA conducted an online survey among psychology departments in Europe on their study programs for non-psychologists. The results demonstrated that psychology departments spend a substantial amount of their resources on teaching other target groups than psychologists (Dutke & Epler, 2014; Dutke, Epler, & Zani, 2014). However, psychology curricula for non-psychologists seem to have no reliable conceptual framework, are often characterized by a local demand-supply rationale, and are often composed ad hoc without international or interdisciplinary collaboration. BEA sees great challenges in the development of this domain of teaching psychology in the future. Therefore, BEA further explored this field to find out under which conditions and in which domains it would be reasonable to develop frameworks for psychology curricula targeting the education of students in other academic disciplines.

### 4.2 Activity as performed:

Currently a text is drafted describing a framework in which psychology curricula for non-psychology students should be developed. The framework will state five criteria that should be considered in developing such curricula.

### 4.3 Achievements:

We expect this framework to encourage and support the development of psychology curricula for non-psychologist. The framework needs further discussion within the Board of Educational Affairs before it will be published (planned for autumn 2017).

## **5. Action on immigration**

### 5.1 Activity as planned:

Migration to Europe and its consequences for social and cultural integration and inclusion is an upcoming field for professional psychological activities. BEA planned to explore to what extent intercultural issues are covered by the EuroPsy framework and/or existing psychology curricula.

## 5.2 Activity as performed:

BEA published a *Call for Educational Programs Aimed at Promoting Psychological Competencies in the Field of Migration Phenomena and Design of Policies Concerning Them* (Board of Educational Affairs, 2017) in which migration phenomena in Europe are characterized as challenges for psychological professions. The MAs are requested to support any measures or programs that support the development of intercultural competencies required to meet these challenges. We submitted the text to the EC in January 2017. We were informed that the text should be presented at the Presidents' Meeting. We received a positive feedback and were asked to publish the call in the EFPA News Magazine.

Moreover, we checked the EuroPsy framework and exemplary study programs for contents related to the development of intercultural competencies. As curricula are formulated at different levels of abstractness, the interpretation is complex. Moreover, intercultural competencies are mediated in diverse ways. Therefore we decided to include further experts and organized a symposium (*Migration Phenomena and the Education of Psychologists*) to be held at the ECP 2017 in Amsterdam. The contributors will present the views of the following EFPA groups: Board of Human Rights and Psychology, TF Cultural and Ethnic Diversity, Working Group on Refugees, European Awarding Committee EuroPsy, and Board of Educational Affairs.

## 5.3 Achievements:

The symposium will take place in July at the ECP and we hope it will contribute to the formation of a plan to which extent and with regard to which contents psychology curricula need to be adapted to challenges resulting from migration.

# 6. Promoting research on teaching psychology

## 6.1 Activity as planned:

BEA pursues the overarching goal of emphasizing the importance of high teaching quality. This implies reflection of teaching practice and research on teaching psychology.

## 6.1 Activity as performed:

Several activities are directed to this general goal. The BEA members participated in several national and international conferences and advocated a scientific view on teaching psychology (e.g., Dutke 2017). Most important is the cooperation with the EuroPlat Network leading to the joint organization of the *European Psychology Learning and Teaching Conference* to be held in Salzburg (Austria) in September 2017. Also important is the intensified cooperation with *Psychology Learning and Teaching*, Europe's only peer-reviewed journal specialized in publishing and promoting research on teaching psychology.

### 5.3 Achievements:

These activities are assumed to enhance interest in the research on teaching psychology. When this field of research is more visible and accepted as a topic of psychological research equally important as other topics, the conditions for this type of research can improve.

## **7. Human Rights Education and awareness for psychologists**

### 7.1. Activity as planned

The EFPA Board of Human Rights and Psychology took the initiative of organizing a meeting on Education for Psychologists and Fundamental Rights Awareness. As the focus of the meeting was on education of psychologists, the Board of Educational Affairs (BEA) was invited to participate. The Board was represented by Helen Bakker, who joint both the organizing committee and the meeting. The meeting took place in Venice on 09-11 October 2016, and was jointly held by the European Federation of Psychological Associations (EFPA), the European Union Agency for Fundamental Rights (FRA) and the European Inter-University Centre for Human Rights and Democratisation (EIUC).

### 7.2 Activity as performed

The meeting resulted in a meeting report (Expert meeting Human Rights Education and Fundamental Rights Awareness for Psychologists). Results will be reported to the General Assemblée by the Board of Human Rights and Psychology.

### 7.3 Achievements

Future plans include developing a course on Human Rights for Psychologists (both at the bachelor and the master level) and developing a Handbook on core issues. The Board of Educational Affairs plans to continue the collaboration with the BoHRPsy.

## **Meetings (also videoconferences, or skype meetings) during term 2015-2017**

- 1) October 26, 2015 in Zagreb (6 members participated)
- 2) April 7, 2016 Prague (9 members participated)
- 3) November 4, 2016 Brussels (4 members participated)

### **Important: Information & recommendations for GA & Member Associations**

The General Assembly is asked to take notice of the following:

- a. The importance of creating concrete psychology bachelors' qualifications that can benefit psychology graduates across Europe in their pursuit of further studies and/or employment
- b. The need to support the teaching of psychology in secondary schools throughout Europe so as to educate the general population
- c. The need to support research on teaching psychology and publishing examples of good practice, as these can further support the professionalization of psychology teaching and can provide students with new opportunities to benefit from psychological learning research
- d. The challenges in the development of psychology curricula for non-psychology students and the importance of forming criteria that should be considered in the design of psychology curricula for students in other academic disciplines
- e. The challenges resulting from migration in Europe and the need for psychology curricula to be adapted in an effort to support the development of intercultural competencies

### **Proposals for decisions by GA**

The General Assembly is advised to accept the following proposals:

No further proposals

**Members of the group: (name and country)**

Name	First Name	Status	MA	Affiliates
Bakker	Helen	active	Netherlands	
Dutke	Stephan	active	Germany	
Hardie	Scott	active	United Kingdom	
Papageorgi	Ioulia	active	Cyprus	
Salvatore	Sergio	active	Italy	
Schrempf	Renate	active		EFPTA
Stuchlikova	Iva	active	Czech Republic	
Vlahović-Štetić	Vesna	active	Croatia	
Taylor	Jacqui	active		EUROPLAT
Hamilton	Jayne	active		EFPSA
Williamson	Morag	corresp.		EFPTA
Danielsen	Eva	corresp.	Norway	
Podlesek	Anja	corresp.	Slovenia	
Epler	Kadi	cooperation	Estonia	
Morrison	Catriona	cooperation	United Kingdom	
Zani	Bruna	EC Liaison		

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