



UWS Academic Portal

Selected contributions from the Inaugural Conference of the European Society of Psychology Learning and Teaching (ESPLAT)

Zumbach, Joerg; Hendry, Gillian

Published in:
Psychology Learning & Teaching

DOI:
[10.1177/1475725721999611](https://doi.org/10.1177/1475725721999611)

Published: 01/07/2021

Document Version
Peer reviewed version

[Link to publication on the UWS Academic Portal](#)

Citation for published version (APA):

Zumbach, J., & Hendry, G. (2021). Selected contributions from the Inaugural Conference of the European Society of Psychology Learning and Teaching (ESPLAT). *Psychology Learning & Teaching*, 20(2), 172-174. <https://doi.org/10.1177/1475725721999611>

General rights

Copyright and moral rights for the publications made accessible in the UWS Academic Portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

Take down policy

If you believe that this document breaches copyright please contact pure@uws.ac.uk providing details, and we will remove access to the work immediately and investigate your claim.

Zumbach, J., & Hendry, G. (2021). Selected contributions from the Inaugural Conference of the European Society of Psychology Learning and Teaching (ESPLAT). *Psychology Learning & Teaching*. <https://doi.org/10.1177/1475725721999611>

Reprinted by permission of SAGE Publications.

Selected Contributions from the Inaugural Conference of the European Society of Psychology Learning and Teaching (ESPLAT)

Guest Editors: Joerg Zumbach & Gillian Hendry

In September 2019, the inaugural conference of the newly founded European Society for Psychology Learning and Teaching (ESPLAT) took place in Utrecht, The Netherlands. Participants from all over the world were gathered in order to engage in scientific exchange about learning and teaching in Psychology. ESPLAT continues the work of the preceding EuroPlat conferences and provides a platform for all researchers and practitioners in Europe and worldwide. While the second ESPLAT conference with the theme of 'Teaching and Learning Psychology in Times of COVID and Beyond' is already scheduled for the 2nd and 3rd of September 2021 (see <https://www.esplat.org/esplat-2021>; make sure to log on to this online conference!), this special issue includes papers and reports based on contributions from the first ESPLAT conference.

With a broad conference focus on all possible topics of learning and teaching in Psychology, the call for submissions for this special issue was not limited to a particular field or area. Nevertheless, we put here an emphasis on theory and evidence-based research within the field, based upon the principles of the Scholarship of Teaching and Learning (SoTL) incorporating quantitative, qualitative, and mixed methods approaches to research, as well as review work on empirical studies. Following the tradition of the PLAT journal, all submitted papers had to undergo the rigorous double-blind peer review process separately from the conference review process.

The Current Issue

The current issue contains one review, two articles and four reports. Moreover, this issue contains the abstracts of recent articles published in *Teaching of Psychology* (ToP48(1) and ToP48(2)).

In their contribution, Kelley Haynes-Mendez and Susan Nolan analyze initiatives within the area of diversity, equity, and inclusion related to professional groups that are dedicated to the learning and teaching of Psychology. While some organizations struggle with issues related to diversity, equity, and inclusion (DEI), the authors here highlight its importance within Psychology teaching and learning, presenting an overview of benefits and ways to foster DEI within psychology globally.

Stephanie Moser, Joerg Zumbach, Ines Deibl, Viola Geiger, and Daniela Martinek, examine the epistemological beliefs of pre-service teacher students related to Educational Psychology. In two

studies, the authors analyze how such beliefs change during the programme of study. Results reveal that students entering the university programme have already developed epistemological beliefs toward Educational Psychology as a social science but that awareness about the professional relevance of Educational Psychology for the teaching profession as well as trust in its scientific quality could be improved. The authors suggest more research-oriented courses and a more reflected integration of educational psychology within teacher training programmes.

Also focused on student teaching, the work reported by Stephanie Pieschl, Janene Budd, Eva Thomm, and Jennifer Archer considers the effects of metacognitive awareness of misconceptions within the area of Educational Psychology. In their field study, the authors analyzed the impact of raising metacognitive awareness on misconceptions of pre-service student teachers. The authors found that initial metacognitive overconfidence increases the likelihood of persistent misconceptions. In addition, increasing metacognitive awareness by means of awareness activities and refutation-based explanations contributed to the correction of misconceptions.

Astrid Poorthuis and Anouk van Dijk examined the influence of online study aids in an undergraduate psychological assessment course. In two cohorts of students, authors introduced online study aids by means of self-test questions and distributed practice. Results revealed a significant improvement compared to a prior cohort without such study aids.

The submission from Yolanda van Beek brings the flipped classroom and team based learning under investigation. Within several courses in Developmental Psychopathology, the evaluation of these elements reveals that both instructional methods contribute to a higher level of understanding, especially when conducted in supervised groups with feedback from teachers and group discussion.

Susanne Narciss, Elsa Hammer, Gregor Damnik, Kerstin Kisielski, and Hermann Körndle present an analysis of how formative assessment and feedback strategies can enhance active learning. In their study, the authors compared a class concept for pre-service teacher students where case-based reflection on formative feedback strategies were combined with planning, designing, and adapting formative feedback strategies for student assignments in micro teaching. Results reveal that knowledge and competence acquisition, and self-ratings with regard to competence development and transfer as well as quality rating of the course, were higher in the treatment group compared to students in a control group.

The final contribution in this issue is authored by Dorothea Horn, Daniel Grötzbach, and Barbara Drechsel. In their work, the authors present a course concept where pre-service student teachers are supported in developing their psychological literacy by counselling pupils from schools with regard to their self-regulated learning abilities and competences. The course requires university students to reflect on their own behaviour as well as the behaviour of pupils, and to apply their knowledge about learning and counseling in a practical setting. Results of a qualitative analysis reveal that the course is experienced as complex and demanding but also as rewarding and can foster aspects of psychological literacy.

Please also pay attention to the abstracts from *Teaching of Psychology* that you will find in this issue.

We hope you enjoy reading this issue of PLAT, and hope to 'see' you (online) at the ESPLAT conference in September, (which you can attend for free, if you join the society – information here: <https://www.esplat.org/join-esplat>).

Joerg Zumbach and Gillian Hendry