



Board of
Educational
Affairs

Preliminary results

Online teaching of psychology during the COVID-19 pandemic

EFPA BOARD OF EDUCATIONAL AFFAIRS WHO WE ARE & TASK DEFINITION

- Founded at the EFPA General Assembly in 2011
 - “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, postgraduate), but the teaching of psychology to other professions and the general public shall also be included.”

Robert Roe, 2011

BEA MEMBERS

- 16 members
- Countries represented:
 - Croatia
 - Cyprus
 - Czech Republic
 - Finland
 - Germany
 - Italy
 - Latvia
 - Malta
 - Netherlands
 - Norway
 - Slovakia
 - Slovenia
 - Russia
 - Romania
 - Ukraine
 - United Kingdom

2019-2021 WORKPLAN – THEMATIC AREAS

1. Education and competencies gained from psychology bachelors
2. Promoting teaching of psychology in secondary schools
- 3. Promoting evidence-based teaching and research on teaching psychology**
4. Cooperation with Associated Organizations and other EFPA Groups

OVERARCHING GOAL: EMPHASIZE THE IMPORTANCE OF HIGH TEACHING QUALITY

- Promote evidence-based teaching, reflection of teaching practice, and research on teaching psychology through publications and public-facing papers.
- The COVID-19 pandemic is currently a major public health issue across Europe.
- BEA, in the context of its aims, current workplan and support of the EFPA initiative on COVID-19, has created an online survey to investigate how the COVID-19 pandemic has affected the teaching of psychology.

ONLINE TEACHING OF PSYCHOLOGY DURING COVID-19 PANDEMIC PROJECT

- Survey provided by BEA in cooperation with the European Federation of Psychology Teachers' Associations (EFPTA) and European Society for Psychology Learning and Teaching (ESPLAT).
- **Aim:** Investigate the experiences of psychology teachers at different levels of education from different European countries with online/distance teaching of psychology.
- **Dissemination:** Findings will be communicated to EFPA & related organisations on their websites and will also be published in an academic journal paper.
- **Implications:** Findings will provide further guidance and examples of good practice to support psychology teachers in this difficult time.

BACKGROUND: COVID-19 IMPACT ON EDUCATION



UNESCO

ENGLISH ▾



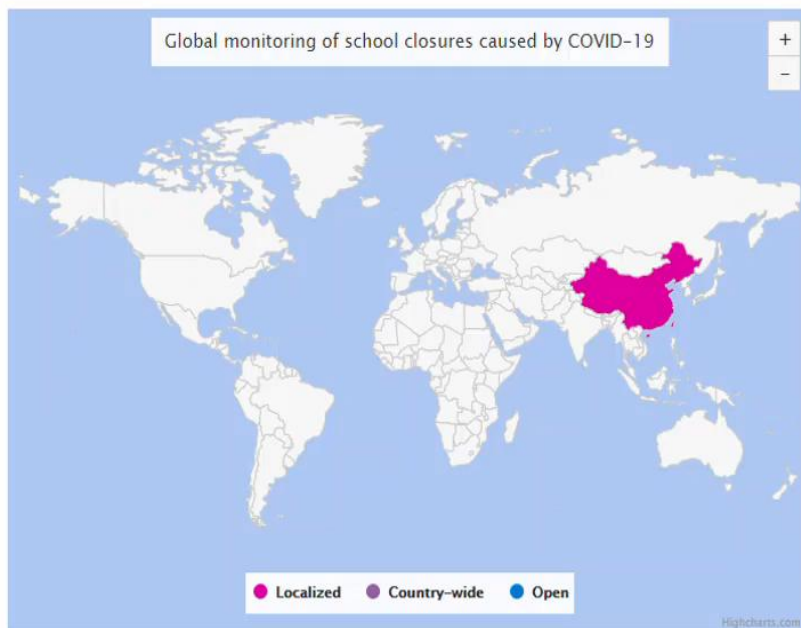
Home

Global Education Coalition

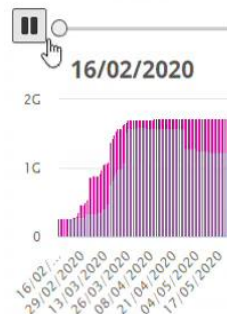
What we do

Stories & Ideas

Resources



Visualize evolution over time.



0 affected learners
0% of total enrolled learners
0 country-wide closures

Note: Figures correspond to number of learners enrolled at pre-primary, primary, lower-secondary, and upper-secondary levels of education [ISCED levels 0 to 3], as well as at tertiary education levels [ISCED levels 5 to 8]. Enrolment figures based on latest [UNESCO Institute for Statistics data](#).

TOP

research objectives

TECHNOLOGY

What technology do psychology educators use?

METHODS

Which methods do psychology teachers prefer for online teaching?

BARRIERS

What are the main barriers of the online teaching of psychology?

GOOD PRACTICE

What are the examples of the best practices in online teaching of psychology,

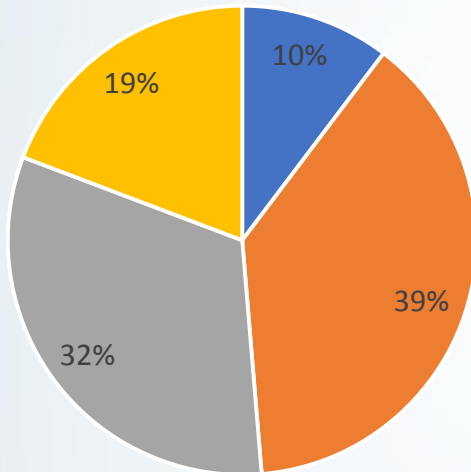
LESSONS LEARNED

What have we learned during the COVID-19 pandemic about the teaching of psychology?

participants

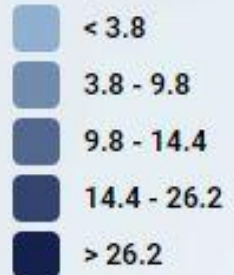
671 psychology educators
from **25** European countries

Psychology courses

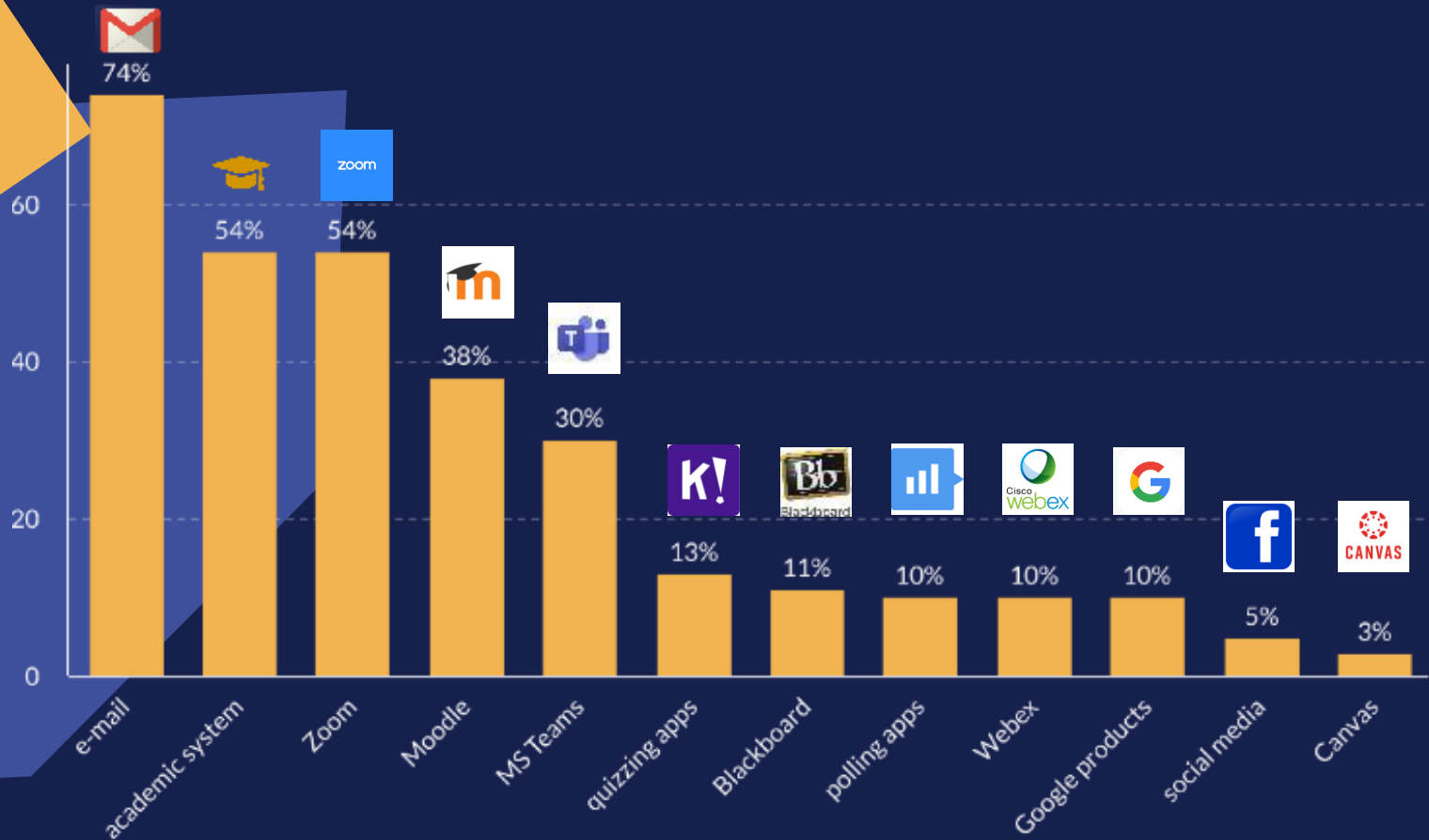


- Pre-tertiary
- Bachelors
- Masters & PhD
- Non-psychologists

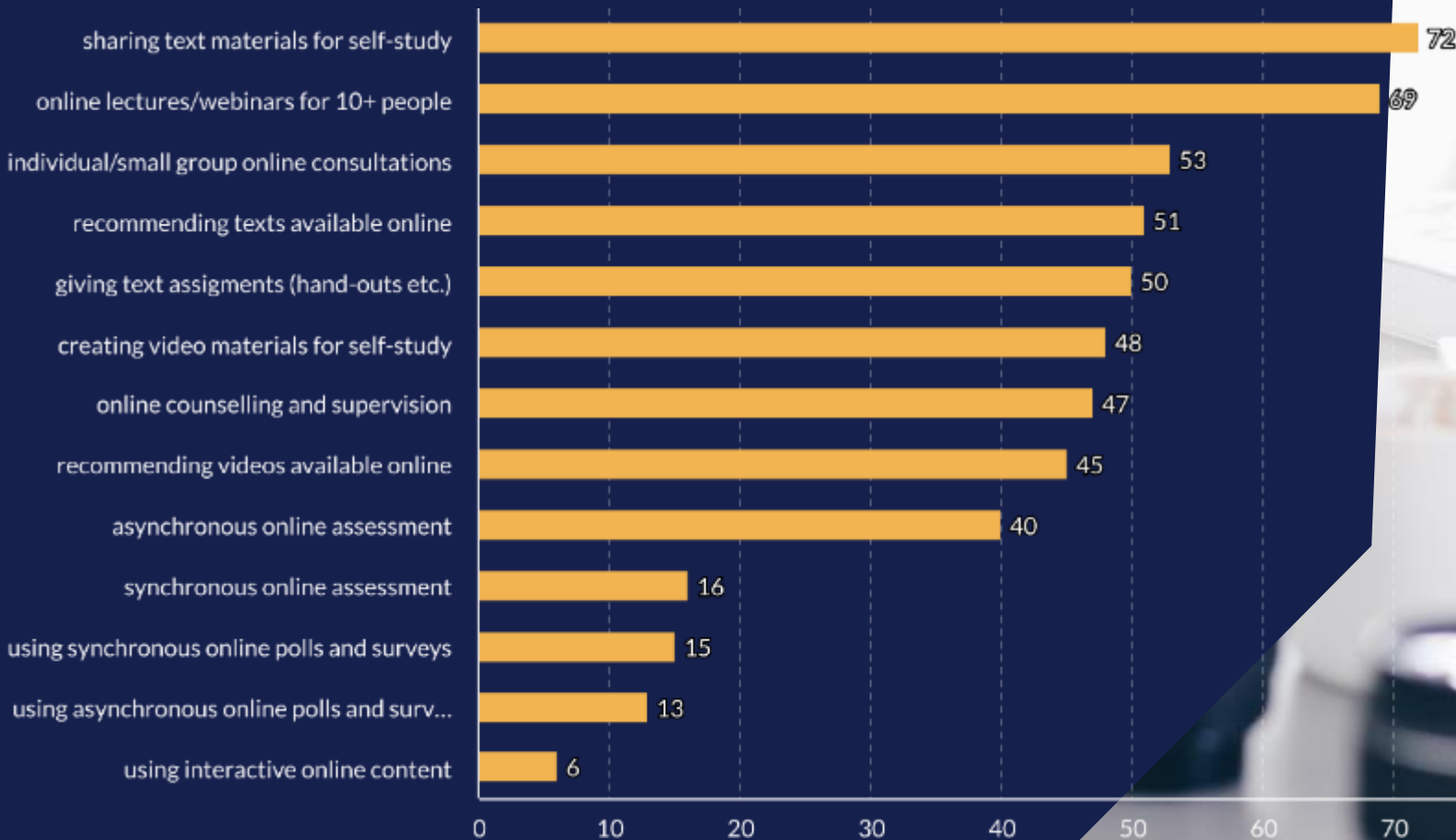
Participants



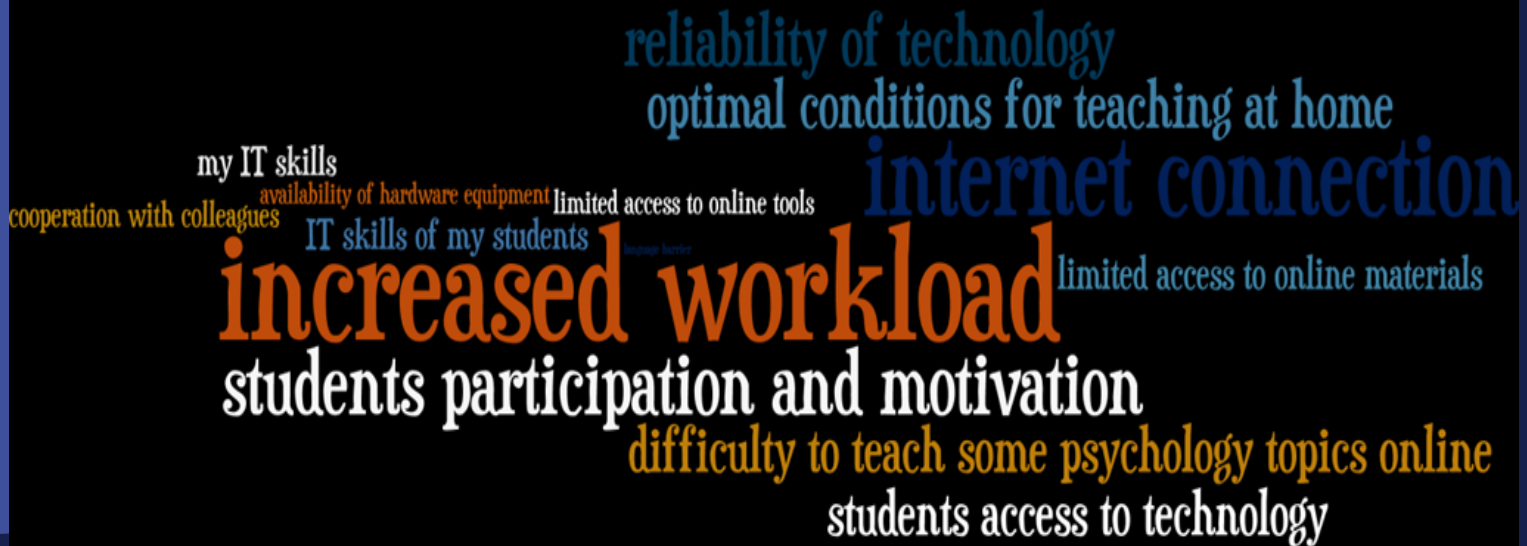
TECHNOLOGY PREFERENCE



ONLINE TEACHING METHODS



BARRIERS AND LIMITATIONS OF ONLINE PSYCHOLOGY TEACHING



[illegible]

SUBJECT-SPECIFIC BARRIERS

- missing face-to-face interaction,
- missing „atmosphere“ for sensitive issues of psychology,
- problems with training practical skills, using practical methods (e.g., problem-based methods, demonstrations, games...),
- problems with copyrighted and sensitive teaching materials (e.g., tests, videos, case studies...).

CONCLUSION

- Psychology educators around Europe reported similar experiences in their online teaching.
- Even they were able to adopt their teaching to the new situation, there are some subject-specific limitations in the online teaching of psychology.
- More detailed analysis of both good practices and barriers can lead to the improvement of the teaching of psychology in the future.



Thank you for your attention.

EFPA Board of Educational Affairs

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