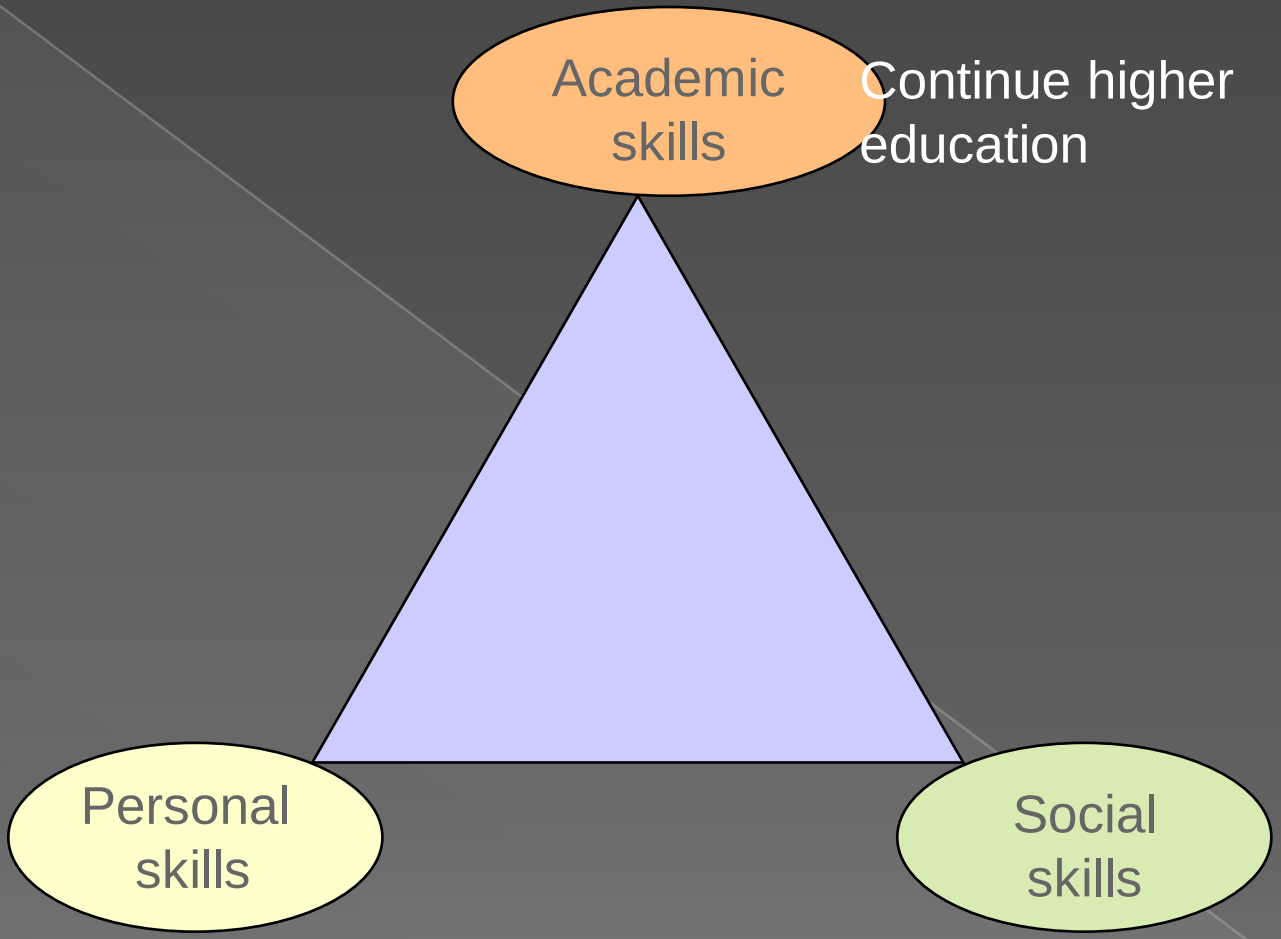
Psychology in Denmark

Psychology 2012

Focus on

- Student level: Competence development (e.g. Study skills, social competence, personal competence, meta cognition)
- Subject level: Units of subjects
  - organisation of units based on e.g. Biology, Maths and Psychology
  - 'Theory of knowledge'→cooperation of subjects in specific themes (e.g. 'What is true?' or 'Thinking')
  - Project based cooperative learning and cross-curricular teaching
- Teaching level: Didactic and pedagogical considerations



Be responsible citizens, independent and able to make appropriate choices

Navigate in a globalised world

Overall philosophy of the reform- and in psychology

- Students should not only learn the basic information in core subject areas, they must also learn to apply their knowledge effectively in other contexts (e.g. thinking and reasoning)
- Cross-curricular teaching should prevent fragmentation and isolated skill instruction and promote transfer of learning
- Enhance student motivation and learning (competence development)

Consequences for teachers

- Team-work to apply cross-curricular teaching, competence development, progression and evaluation
- Co-operative planning of teaching units including specific focus (e.g. Note taking, communication skills, social skills)
- 'Study plans' for each teaching unit before start to ensure transparency →knowledge goals and competence goals
- Evaluation according to goals (e.g. efficiency of teaching methods, student participation, skills)

Psychology 2012

- Optional
  - alone
  - with two other subjects (study unit)
- C-level course (75 hours)
- B-level course (200 hours)

Possible matches in cross-curricular units

- English (A), Social Sciences (A/B), Psychology (B/C)
- Biology (A), Maths (B), Psychology (B)
- Social Sciences (A), Math (B), Psychology (C)
- English (A), German/Spanish (A), Psychology (B)

Aims Psychology B (2005 syllabus)

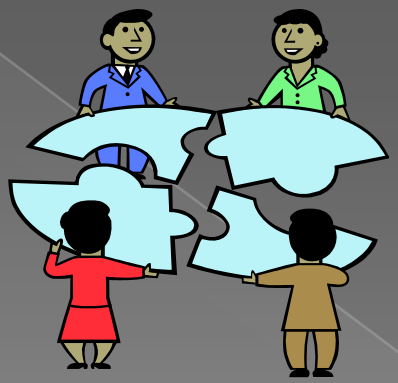
- Demonstrate in-depth knowledge of core content and focus of normally functioning individuals
- Describe and critically evaluate psychological theories + relate to historical and cultural context
- Apply psychological knowledge to concrete issues
- Demonstrate knowledge of different perspectives in psychological explanations
- Demonstrate knowledge of methodologies, ethical issues in research and how psychological knowledge is generated→design simple field work

Aims Psychology B (2005 syllabus)

- Evaluate influence of historical and cultural factors on human behaviour
- Communicate clearly (oral and in writing) on psychological knowledge using appropriate terminology

Core syllabus: social psychology

- Group processes and social influence
- Interpersonal communication
- Social cognition, stereotypes and prejudice
- Cultural psychology



Core syllabus: developmental psychology

- Life-span development including relative influence of culture, nature and nurture
- Love and importance of family for development including issues of vulnerability and resilience

Core syllabus: cognition and learning

- Psychological, social and cultural factors in relation to learning, intelligence, motivation and memory
- Perception and thinking processes in relation to human understanding and interpretation of the world

Core syllabus: personality and identity

- Self, identity and personality
- Individual differences in lifestyles and handling challenges, including work, stress and coping.

Optional content of the course at B-level

- Health psychology
- Dysfunctional psychology
- Neuropsychology
- Sport psychology
- Organisational psychology
- Educational psychology
- Media psychology

Didactic principles

- Student influence on content and teaching methods
- Thematic approach
- Consider possibilities for developing independence in students
- Apply a number of teaching methods
- Inclusion of metacognitive aspects
- Focus on development of study skills and competence
- Synergetic effect due to cross-curricular (interdisciplinary) approach

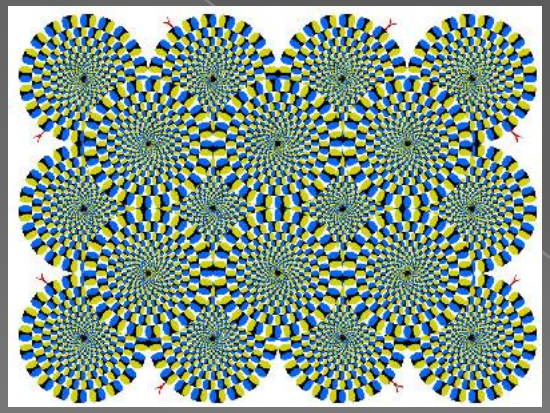
Cross-curricular teaching

- Interdisciplinary/cross-curricular teaching involves a conscious effort to apply knowledge, principles, and/or values to more than one academic discipline simultaneously. The disciplines may be related through a central theme, issue, problem, process, topic, or experience (Jacobs, 1989).

Paradigmatic example

- Thematic unit: Thinking and biases in thinking
- Psychology, Maths, Biology, History (team teaching)
- Co-operative project based learning unit (6 students in each group)
- Product: oral presentations (power point) or written (article) with feed-back (student & teacher)
- 25 hours

Visual illusion



Ψ theories of decision making
Problem solving
Biases in thinking
Rational vs. Intuitive thinking
Cognitive illusions (Kahneman)

Maths
Problem solving
(rational rule based)
Probabilities + statistics

Knowledge acquistion
Formulation of RQ
→Investigation
Oral presentation skills

Biology
Brain processes
Perceptual illusions

History
Decision making in politics
Cuban Missile Crisis
Propaganda and why it works

Study plan : Aim psychology

- **Demonstrate knowledge** of psychological theories and empirical studies of thinking
- **Critical thinking** (explanations, theories) **Apply psychological knowledge** to real life issues (e.g. Political campaigns, historical events, group processes)
- **Communicate clearly** using appropriate psychological terms and concepts.

Study plan (cross-curricular)

- Knowledge
  - acquistition (reading→ understanding)
  - what counts as knowledge in the subjects and why?
- Investigation skills
  - Formulate appropriate questions (e.g. How do humans solve problems?)
  - Outline ways of answering the question using appropriate resources
- Communication skills
  - Make appropriate powerpoint presentation

Didactic considerations (promotion of study skills and personal skills)

- **Lectures** →concentration + invitation to questions and critical thinking (reflection)
- Model powerpoint presentation (demonstration of principles)
- **Readings** (handouts) →note taking (organisation of information) + critical thinking
- **Summary writing**: distinguish between important vs. less important information + perseverance
- **WWW search info**: Cuban missile Crisis (critical approach to www info)
- **Films**: Cuban Missile Crisis + video clips (biology)
- Calculations
- Introduction to powerpoint

Evaluation

Feedback to students e.g.

- Presentation of research question and rationale for it (class presentation early in process)
- Summary (clarity, use of proper terms) individual feedback
- Selection of www material (group feedback)
- Powerpoint presentation (criteria based)

Evaluation of teaching unit

Students evaluate the outcome of the unit e.g.

- Value of different teaching strategies
- Personal achievement in relation to formulated competence goals (e.g. Note taking, summary, powerpoint presentation)
- Strengths/limitations of teaching unit
- Reflection questions (self-efficacy, possible transfer of skills to other situations etc.)

Exams (oral)

- C-level: 20 min oral exam on the basis of unseen material with questions
- B-level: Synopsis exam on the basis of unseen material
- 24 hours preparation Exam material must have a heading indicating a theme and a brief description an some problem areas but it is not a question as such
- Candidate (preparation alone or in group) must outline problems raised in the material and how psychological theory and research can address it + justify use of /evaluate specific theories.
- Produce a synopsis (a written brief summary) with line of argument→candidate has the initiative