

## WORKSHOPS

Saturday 18 April, at 9.30, 13.30 and 14.45

There are three workshop sessions on Saturday 18 April, at 9.30, 13.30 and 14.45, with five or six parallel workshops in each session.

- See the 'Programme at-a-glance' - for the lists of workshops in each session.
- There is a maximum capacity of 20 participants in each workshop.
- Please sign up for your preferred workshops when you arrive at the registration desk.

### 1.1 Social support and help-seeking behaviour among adolescents in a changing world

**Tamara Selecká**

Institute of Applied Psychology, Comenius University in Bratislava, Slovakia

The workshop presents the findings of a project focused on social support and help-seeking behaviour among adolescents. The qualitative part of the research explored how young people understand and experience these two constructs. The quantitative part took an exploratory approach to the online environment and the types of support that dominate within it, contributing to a deeper understanding of new forms of social interaction and support including the tools of generative artificial intelligence. By presenting these results, we aim to offer insight into what social support and help-seeking look like among today's adolescents.

In the practical part of the workshop, we will present selected activities that can be used in classroom settings, to open the discussion on social support and help-seeking behaviour both in person and online.

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### 1.2 Teaching psychology in the age of AI: from the 'Teacher Education Regenerated' (TE\_REG) Manifesto to classroom practice

**Machteld Vandecandelaere**

KU Leuven, Belgium

The 'TE\_REG' Manifesto explores how generative AI fundamentally challenges existing views on teaching and teacher education. In this workshop, we translate these ideas to the context of psychology education. Together, we examine how AI reshapes what it means to teach psychology, how it influences teacher identity, and how it can support, rather than replace, pedagogical judgement. Participants will engage with practical examples from Flemish teacher education, such as the development of an AI "didactobot" and focus groups with psychology teachers. We invite psychology teachers from different countries to reflect on opportunities and risks in their own contexts, and to explore whether EFPTA could support a network for AI-aware psychology teacher educators.

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### 1.3 Love and the art of loving

**Jóhann Valur Klausen**

Kvennaskólinn í Reykjavík, Iceland

Love is a central force in human life, influencing psychological development, interpersonal relationships, and mental well-being, yet it is rarely examined systematically within everyday life or education. This

workshop draws on ‘Love and the Art of Loving’, a course developed and taught at Kvennaskólinn í Reykjavík, and it focuses on the importance of learning healthy definitions of love and practical tools for cultivating good relationships.

Drawing on psychological and philosophical theories, the session examines how love can be defined, distinctions between healthy and unhealthy forms of love, and what good communication requires. The workshop also reflects on the course itself, including how these theories are introduced and discussed in the classroom. It combines concise theoretical input with participant-centred discussion. Through guided questions and small-group reflection, participants will actively engage with key concepts and consider how they can be used pedagogically to foster critical thinking about intimate relationships.

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## 1.4 Teaching with cognition in mind – making space for individual thoughts, social interaction and artwork

**Dr Ebba Christina Blåvarg**

Konstfack University of Arts, Crafts & Design, Stockholm, Sweden

Cognitive science approaches in the classroom are currently at the forefront of many educational agendas (e.g., Education Endowment Foundation, 2025; Skolverket, 2025). In this engaging and playful workshop, focus will be on applying cognitive science principles to teaching and learning processes, and exploring how these can be implemented in classroom practice, with a particular emphasis on acquiring and retaining knowledge. Together, we will learn about, explore, and experience how principles from cognitive science can make a positive impact on all young learners, while also learning more about the effectiveness of different approaches.

During the workshop, all participants will be actively engaged through individual reflection, social interaction, and artistic expression as tools to enhance learning and make concept formation and new knowledge meaningful and memorable.

### References

Education Endowment Foundation (2025). Cognitive science approaches in the classroom.

<https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom>

Skolverket (2025). Uppdragsutbildningar inom kognitionsvetenskap. Commissioned courses in cognitive science. Swedish National Agency for Education. <https://www.skolverket.se/kompetensutveckling/kurser-och-utbildningar/sok-kurser-och-utbildningar/uppdagsutbildningar-inom-kognitionsvetenskap#h-Meriterandeinomprofessionsprogrammet>

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## 1.5 La la life hacks - for academic buoyancy

**Harriet Ennis**

Bootham School, York, England

Evidence-based life hacks to take away to improve student (and teacher!) well-being. Psychology education lends itself to building in top tips for students to use from Positive Psychology and from pedagogical research which will raise attainment grades, student wellbeing and their psychological literacy. Psychology education matters because it has a ripple effect beyond its own curriculum to students’ exam performance in their other subjects and on into their future lives out to the wider society.

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## 2.1 SYMPOSIUM

### Mapping the purpose of psychology: a comparative dialogue on curricular embeddedness

**Machteld Vandecandelaere, Karen Sinnaeve, Jan Boekaerts**, KU Leuven, Belgium

**Ingrid Scharlau**, Paderborn University, Germany

**Ebba Christina Blåvarg**, Konstfack University of Arts, Crafts and Design, Stockholm, Sweden

**Harriet Ennis**, Bootham School, York, England

#### Abstract

The question of "Why (learning) psychology matters" is intrinsically linked to the context in which it is taught. Across Europe, the position of psychology in secondary education varies significantly, not only in content but in its fundamental "embeddedness" within the curriculum.

This session combines a comparative symposium with an interactive workshop to explore how psychology is conceptualized across distinct national contexts. We analyse "embeddedness" through two lenses:

1. Teleological Embeddedness (The Goal): To what end is psychology taught? Is the primary aim propaedeutic (university preparation), civic (citizenship and social understanding), or vocational (preparation for employment)?
2. Structural Embeddedness (The Integration): How is the subject positioned? Is it a standalone discipline, or woven into broader clusters of social sciences or humanities? How do we tackle integrated courses in which psychology is embedded?

Contributions from Germany, Belgium, England, and Germany will present diverse curricular frameworks. Following these presentations, an interactive workshop will engage participants in critically reflecting on how these structures dictate classroom reality—influencing didactics, assessment, and teacher identity. Together, we will list the consequences for teaching practice and formulate an agenda for future research on psychology education.

#### United Kingdom

In the UK, psychology is a predominantly standalone elective within the pre-university curriculum, primarily delivered through A-level / Scottish Highers and GCSE / Scottish National 5 qualifications. Its structural embeddedness in this case is characterised by its status as a distinct, rigorous academic discipline rather than an integrated social science.

Teleologically, the curriculum serves a dual purpose: it acts as a high-stakes propaedeutic for university entry while fostering "psychological literacy" for informed citizenship. In 2026, the framework increasingly emphasises scientific methodology and mathematical proficiency, positioning psychology as a "bridge" subject between the humanities and natural sciences.

#### Germany

In Germany, there is a difference between general education and vocational education.

General education:

- elective and standalone
- varying across federal states, from 1-year courses with 2 hrs/week to 3-year courses with 5 hrs/week, in years 10 to 13 (ages 15-19 years, rarely earlier)
- assigned to the social sciences
- strong emphasis on different psychological paradigms, including paradigm-oriented didactics
- targeted at science propaedeutics and personality development and general university preparation

Vocational education:

- part of interdisciplinary learning fields targeted at professional activities and based on a specific didactic stance (learning-field didactics)
- involved in several (rather few) vocational programs
- taught in isolation
- topics often not taught by trained psychologists

### Sweden

- How psychology is embedded in the curriculum: Psychology is mandatory at upper secondary school in a few programs in preparation for university education. It is voluntary in the rest and all the vocational educational programs. The school can choose to include psychology. More than 50% of the students take at least one, often several, courses of psychology. The minimum that can be studied is usually two hours per week for twenty weeks / half a school year. The longest version would be 2–4 hours per week for three consecutive years. As there has been a new change in the curriculum in 2025, the future will reveal more about the outcome.
- Its main purpose (e.g. university preparation, citizenship, vocational orientation): Psychology used to be considered propaedeutic (up to c.1960), and then during the late 1900s it shifted more towards different psychological paradigms and personal growth. Today it's (again) a scientifically based subject aiming to include psychological knowledge that is useful and meaningful for young people and to be clearly based in new psychological science. The more overall purpose of including psychology in school today is a bit more unclear in Sweden, and there is a debate concerning psychological health as we speak. This can be discussed further.
- Structural features that are particularly characteristic, e.g. standalone subject, integrated course, etc. Psychology is a standalone subject in Sweden. There are several psychology subjects to choose from (i.e., Psychology level 1-3, Psychology – Advanced Studies, Applied Psychology), and they all work with different programs (university preparatory education, vocational education).

### Belgium (Flanders)

Psychology occupies a supportive, integrated position within Flemish secondary education. It is addressed across all educational tracks (finalities) for students who choose a programme within the domain of Society and Welfare. Psychology is never taught as a standalone subject, but is consistently embedded within other human sciences. In the labour-market-oriented track, psychological concepts are taught in a practical way, enabling students to apply them during internships and later in the workplace. Psychology also plays a role in vocational education, where psychological concepts are integrated into practice-oriented courses in welfare and care programmes, with a strong emphasis on applied skills rather than theoretical frameworks. For example, in welfare and (child)care programmes, psychological content is embedded in courses on communication, development, behaviour, and interaction. The focus is on practical understanding of behaviour, emotional needs, and interpersonal skills relevant to professional practice.

**In the dual and academic-oriented tracks, the focus lies on preparation for further studies in human sciences in higher education.**

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## 2.2 Social structures and behaviours unite us with the non-human animal world

### Evie Bentley

Association for the Teaching of Psychology, England

This workshop explores one way that psychological knowledge and research can help us and our students to foster resilience in today's world. This idea starts with some comparative psychology, looking at the animal world for social networks and prosocial behaviours and examples of creativity. These then lead on

to checking psychological theory and evidence for how and why these can help us, especially where covid-19 interrupted the natural learning curve of life. The evidence-supported suggestions are encouraging and engaging!

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## 2.3 What IB does well in Psychology and how to apply it elsewhere

**Tara Sinkovič**

II. Gimnazija Maribor, Slovenia

This workshop explores the key benefits and evolving nature of the IB Psychology course, highlighting how it fosters psychological literacy rather than memorization of definitions. Participants will examine the value of research-based teaching, where inquiry, critical thinking, and real-world application take centre stage. We will discuss how the Internal Assessment (IA) and Extended Essay (EE) give students authentic opportunities to engage in research and strengthen their analytical and ethical understanding. The session will also address recent curriculum changes that emphasize conceptual understanding, interdisciplinary links, and lifelong learning skills. Finally, participants will reflect on how these IB-inspired ideas and methods can be adapted for use in their own classrooms beyond the IB framework, enriching psychology teaching at all levels.

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## 2.4 Carousel Workshop of practical teaching activities: Inspiration for your classroom

**Harpa Hafsteinsdóttir**

Menntaskólinn við Hamrahlíð, Reykjavík, Iceland

**Lenka Sokolová**

Comenius University in Bratislava, Slovakia with other EFPTA members

In this workshop you will play the part of a student and carry out a variety of engaging activities in small groups. You will see how to make learning groups in a creative way, learn something about the members of your groups, explore psychological research and challenge your creativity. This is all aimed at giving you some good ideas to make your teaching interesting, active and, above all, engaging for your students and yourself. The workshop is led by EFPTA board members from different countries.

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## 2.5 Exploring the notion of empathy in the time of trouble

**Lisa Charlotte Gabrielsen**

Sandvika Videregående Skole, Norway

At the upper secondary level, psychology as an elective subject is structured to provide a comprehensive understanding of diversity, identity, and equality, while fostering critical thinking, ethical awareness, and informed engagement within today's complex society. A key curriculum topic is psychological crises. The students should be able to provide an account of psychological crises using psychological theory and discuss their possible outcomes.

Placing this topic within the context of two major terrorist attacks in Norway, we explore psychological crises on an individual and a national level. Addressing the events of 22 July 2011 and 19 August 2019 and their impact, we develop both an understanding of the mechanisms of a psychological crisis and a deeper awareness of how we engage with each other. Resources include personal witness impact statements (Harsem, 2021), our school's memorial site – we lost two of our students in these attacks - the 22 July centre and the 19 August centre.

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## 2.6 Rewiring minds in the AI era: why learning psychology matters in the Gen Z classroom

**Christy Phelan**

Houston Community College and Lone Star College, Houston, Texas, USA

Gen Z is learning in a world where attention splinters, AI whispers instant answers, and motivation lights up only when something feels real, relevant, and theirs. Teaching them requires psychology teachers to rethink everything we thought we knew. This interactive workshop explores how cultural and technological forces are reshaping core psychological processes in students aged 13 to 19, including attention, metacognition, motivation, and evolving AI-supported cognition. Grounded in current research, the session shows exactly why psychological science is essential for understanding today's classroom behaviours and directly aligns with the conference theme "Why learning psychology matters." Through hands-on activities, participants examine how cognitive offloading to AI affects learning, why attention stamina has shifted, and how authenticity drives motivation more powerfully than traditional rewards. Educators will leave with evidence-based strategies, practical tools, and ready-to-use classroom activities designed to boost attention, strengthen metacognition, and foster meaningful engagement in pre-university learners.

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## 3.1 Teaching controversial issues in civics: a psychology-informed approach to stereotypes, conflict, and equal participation

**Irena Smetáčková** and **Hana Sotáková**, Charles University, Prague, Czech Republic

Controversial issues such as gender equality in political participation often provoke strong emotional reactions and may escalate into conflict with long-term consequences for classroom relationships. Many teachers avoid these topics due to concerns about social climate, parental backlash, or their own low self-efficacy. This workshop draws on psychological research on stereotypes, learning and group processes, and presents evidence-based didactic strategies developed within the international G-EPIC project. Participants will experience and analyse activities from the 5-lesson civic education programme: (1) visual prompts for eliciting and critically examining gender stereotypes in politics; (2) a Q-method-based structured peer discussion enabling safe exploration of differing viewpoints; and (3) role-model stories designed to strengthen students' political self-efficacy. Through hands-on participation, reflection and group dialogue, teachers will gain practical tools and greater confidence for opening sensitive topics while maintaining a safe and inclusive classroom environment.

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## 3.2 How substance abuse affects the brain and our ability to relate and love

**Bo Blåvarg**

Blåvarg Psykologi och Utbildning AB, Sweden

This workshop explores how substance abuse alters brain function and shapes our capacity for relationships. Addiction affects key cognitive processes - such as memory, planning, emotional regulation, and empathy - that are essential for understanding others and maintaining healthy connections. These

impairments can have profound consequences, particularly for students living with a parent who has a high level of substance use, as their relational environment becomes unpredictable and emotionally strained.

The workshop offers a clear introduction to the brain systems involved and to the cognitive difficulties that follow substance abuse. It also highlights the relational consequences that often arise. Teachers will gain practical tools to recognize students who may be struggling. The workshop also provides guidance on how to meet these students and how to communicate with their caregivers with care and understanding.

Bo Blåvarg is a Swedish licensed psychologist and neuropsychologist. He has a long experience of working with traumatic brain injury as well as families and children exposed to substance abuse.

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### **3.3 Thinking about thinking: teaching self-regulated learning in psychology**

**Åge Diseth**

University of Bergen, Norway

Psychology is a subject that requires increasingly complex skills from students and teachers. The theoretical framework of self-regulated learning describes how students engage in forethought, performance and self-reflection cycles by utilising metacognition, learning strategies and motivation to improve their understanding and performance. This workshop demonstrates how teachers may assess students' self-regulated learning strategies when engaging in psychological learning tasks. By applying psychological knowledge about information processes and motivation, teachers may help their students to become self-regulated learners in the psychology subject. Accordingly, this workshop also shows how teachers may improve their own capabilities to encourage students' self-regulated learning skills by applying goal directed metacognitive questions, emotion regulation, cognitive task analysis, and assessment of students' motivated learning strategies. Hence, this workshop will introduce self-regulated learning and show how psychology teachers may improve their abilities to encourage self-regulated learning by utilising their psychological knowledge and skills.

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### **3.4 How to implement elements of Montessori Education in a public high school psychology classroom**

**Bor Sojar Voglar**

Prva Gimnazija Maribor

Montessori education is a child-centred approach that emphasises independence, hands-on learning, and a carefully prepared environment where children learn at their own pace. It was developed by Italian physician and educator Maria Montessori in the early 1900s and is now practised worldwide. Most Montessori programs focus on early childhood and elementary education, with far fewer extending into middle and high school. At the workshop we will present some of the core principles of Montessori education. Most of them require a supportive and well-prepared learning environment but some of them could be adapted for use in a public high-school classroom, particularly in the teaching of psychology. We will try to discover and implement the most useful principles and try to design Montessori materials in selected psychology topics.

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### 3.5 Why learning psychology matters: engaging young minds in self-discovery and emotional intelligence

**Dr Nelia Koroleva**

Oxford Brookes University and University of Westminster, London, England

This interactive workshop explores the vital role of psychology education for young people aged 13–19, emphasising its relevance at the pre-university level. Drawing on nine years of teaching across 50+ university modules in Oxford and London, and Doctoral research (in Oxford) into identity work for senior leaders, the session demonstrates how early engagement with psychology can equip students with tools for self-understanding, emotional intelligence, and informed decision-making. Participants will explore practical classroom approaches, hands-on activities and research-based strategies that help students reflect on questions such as “Who am I?” and “Who do I want to become?” By fostering self-awareness, empathy and critical thinking from an early age, psychology education ensures that young people can harness their time, talents and potential effectively, preparing them for future personal and professional challenges.

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### 3.6 How to enable students to experience that psychology matters: practice-based strategies that put the student in the centre

**Jerica Urbančič Menih**

Gimnazija Šiška, Ljubljana, Slovenia

This practice-sharing presentation focuses on concrete teaching strategies that help students experience psychology as relevant, meaningful, and applicable to everyday life. The core principle of the approach is placing the student—together with their developmental challenges, interests, and real-life experiences—at the centre of the learning process, and building psychological content from this starting point. The approach combines students’ interests as an entry point into core psychological concepts, student-selected elective topics and guests, student-led active breaks, group work, quizzes, the use of psychological questionnaires, basic counselling and therapeutic principles, and experiential activities. Lessons systematically encourage personal reflection and meaning-making, inviting students to connect each topic to their own lives.

Participants will gain a practical toolkit, including a structured overview of activities and ready-to-use classroom examples. The session is experiential: participants will engage in selected activities themselves, hear students’ perspectives, and explore examples of student-created work, offering transferable insights for everyday psychology teaching.

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