

The European Federation of Psychology Teachers' Associations
promoting & supporting psychology education in schools across Europe



EFPTA Biennial Conference

Ljubljana, 16-19 April 2026

Why (learning) psychology matters

PROGRAMME

The EFPTA Board is very grateful to the National Education Institute of Slovenia, the Ljubljana Secondary School of Nursing, and the Psychological Association of Slovenia for their generous support for this event



CONTENTS

Conference Programme at a glance	3
Workshops schedule Saturday 18 April	5
Welcome by EFPTA President	6
Welcome by President of Slovenian Psychologists’ Association	6
Introduction to Conference theme by EFPTA Vice President	7
Keynote speakers	8
Short presentations (plenary)	10
Workshops	13
Research / Project Posters	20
List of Conference participants	25
EFPTA Board Members	26

While you’re here, please share your conference experiences on social media!

EFPTA is on:

- Facebook Conference group: <https://www.facebook.com/groups/1635168181943102/>
- Facebook main EFPTA page: <https://www.facebook.com/efpta>
- LinkedIn: <https://www.linkedin.com/company/efpta/posts/?feedView=all>
- Bluesky: <https://bsky.app/profile/efptateachpsych.bsky.social>

If you use any of the above, please follow / like us, and share / re-post!

Please use the hashtags **#PsychologyTeachingInSchools** and **#EFPTALjubljana2026**

You could also **tag** your own national psychology teachers’ association, national psychologists’ association, school / college, etc. Feel free to post your photos from the conference too.

If you don’t use Bluesky, please consider doing so, as it’s very quick and easy to post there.

(Note: Please do not share on X/twitter, for ethical reasons)

Keep in touch afterwards too - are you on the EFPTA mailing list?

- If not, it’s easy to sign up from our website homepage, here: <https://efpta.org/>. Everyone with an interest in psychology education is welcome to join the list, regardless of whether you’re living / working in an EFPTA member country or not. You’ll receive news of our activities by email two or three times a year, mostly about events and major projects. Soon after the Ljubljana Conference we’ll let you know when we post presentations on the website!
- Please also encourage your colleagues to sign up too!
- If you are, or you know of, a psychology teacher/ educator in a country that is not yet an EFPTA member, we would love to hear from you! info@efpta.org. See Member countries listed on final page, and website.

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- EFPTA will not record any audio or video material during the conference sessions.
- We will take photos in the conference, to use later (on the website, in social media etc.) If you do not wish your image to be recorded in this way, please speak to an EFPTA Board member (wearing coloured badges).
- In case of any questions, please contact info@efpta.org.

Editors: Morag Williamson & Mairi Rice

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April 2026

Conference Programme at-a-glance

This programme summary covers the formal Conference programme on Friday 17 April & Saturday 18 April. For info on Friday & Saturday evening dinners at restaurants, and optional cultural activities on Thursday 16 April & Sunday 19 April, click here for the [Padlet](#), or scan the QR code 



Friday 17 April – Start of Conference

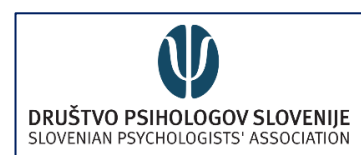
Conference programme Day 1, 13:30-17:00 (CET)

Venue: Srednja zdravstvena šola Ljubljana / Secondary School of Nursing Ljubljana

Address: Poljanska cesta 61, 1000 Ljubljana. <https://www.szslj.si/>

13:30-14:00	Arrival at Conference venue: Registration at reception desk
14:00	Conference opens <ul style="list-style-type: none">• Welcome by EFPTA President, Mairi Rice, and President of the Slovenian Psychologists' Association, Professor Anja Podlesek• Introduction of Conference hosts, Lidija Srša, from the National Education Institute of Slovenia, and EFPTA Board member for Slovenia; and Maja Klančič, from the Secondary School of Nursing, Ljubljana• Introduction to the Conference theme – “Why (learning) psychology matters” – by EFPTA President, and Vice President Tinna Blåvarg.
14:30	Keynote Speaker: Professor Katja Košir Ph.D. Department of Psychology, University of Maribor, Slovenia “Psychology education as a context for fostering social and emotional learning and an inclusive classroom climate.”
15:30	Break for refreshments and networking
16:00	Psychology teaching in Europe's schools A series of short presentations on current projects/ activities in psychology education in Europe. Find details of presenters and Abstracts from page 10.
17:00	End of formal Conference programme Day 1.
19:00	Conference Dinner at Restaurant / Gostilna Ljubljančanka, Knafļjev prehod 2, 1000 Ljubljana

The EFPTA Board is very grateful to the National Education Institute of Slovenia, Ljubljana Secondary School of Nursing, and the Slovenian Psychologists' Association for their generous support for this event



Saturday 18 April – Conference programme Day 2, 09:00-16:00

Note – workshops: Day 2 includes three sessions of parallel workshops, at 9:30, 13:30 and 14:45. You can sign up for your workshop choices when you arrive at the venue.

9.00-9.30	Arrival at venue for start of Day 2
9.30	Workshop session 1 - Choice of parallel workshops/ breakouts See next page for full list. Find Abstracts on pages 13-19.
10.30	Break for refreshments, networking, and visit EFPTA members' national posters
11.00	Keynote Speaker: Professor Ana Kozina Ph.D. Head of Centre at the Pedagoški inštitut (Educational Research Institute), Ljubljana “Teachers’ burnout in focus: The role of social-emotional competencies and diversity awareness.”
12:00	Lunch (provided in the venue, included in conference fee) Poster session: posters on research and projects – find details page 20.
13:30	Workshop session 2 - Choice of parallel workshops/ breakouts See next page for full list. Find Abstracts on pages 13-19.
14.30	Break for networking
14.45	Workshop session 3 - Choice of parallel workshops/ breakouts See next page for full list. Find Abstracts on pages 13-19.
15.45	Closing remarks and preview of EFPTA Conference 2028
16.00	Close of Conference
Evening	<i>Dinner at Restaurant / Gostilna Šestica, Slovenska cesta 40, 1000 Ljubljana</i>

Sunday 19 April *Suggested sightseeing / cultural activities. See the EFPTA Padlet for more info.*

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Saturday 18 April: Workshops schedule

9:30-10:30 Workshop session 1

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

Tamara Selecká - Institute of Applied Psychology, Faculty of Social & Economic Sciences, Comenius University in Bratislava, Slovakia

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

1.3 Love and the art of loving

Jóhann Valur Klausen - Kvennaskólinn í Reykjavík, Iceland

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

1.5 La la life hacks - for academic buoyancy

Harriet Ennis - Bootham School, York, England

13:30-14:30 Workshop session 2

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

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

Evie Bentley, Association for the Teaching of Psychology, England

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

Tara Sinkovič, II. Gimnazija Maribor, Slovenia

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

Harpa Hafsteinsdóttir, Elva Björk Ágústsdóttir, Vilborg María Alfreðsdóttir, Anna Eir Guðfinnudóttir and Ester Bergsteinsdóttir – Menntaskólinn við Hamrahlíð, Reykjavík, Iceland

2.5 Exploring the notion of empathy in the time of trouble

Lisa Charlotte Gabrielsen - Sandvika Videregående Skole, Norway

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

Christy Phelan - University of Phoenix Graduate School of Industrial Organizational Psychology, USA

14:45-15:45 Workshop session 3

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

Irena Smetáčková - Charles University, Prague, Czech Republic
Hana Sotáková - Charles University, Prague, Czech Republic

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

Bo Blåvarg - Blåvarg Psykologi och Utbildning AB, Sweden

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

Åge Diseth - University of Bergen, Norway

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

Bor Sojar Voglar, Prva Gimnazija Maribor

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

WELCOME BY EFPTA PRESIDENT MAIRI RICE to the EFPTA Biennial Conference, Ljubljana 16-19 April 2026

Dear psychology teachers, EFPTA friends and supporters,

The European Federation of Psychology Teachers' Associations (EFPTA) welcomes you to our 2026 Conference here in the beautiful city of Ljubljana.

We have nearly 100 of us spending the next two days exploring why (learning) psychology matters, and we hope you not only take away key ideas and inspiration to use in your own contexts, but also have the opportunity to meet new people. As we know from our psychology backgrounds, we are social creatures, wired to connect. We hope that being part of this conference, being part of this group, will lead to new connections, widened networks and lasting friendships. I know that EFPTA has given me exactly that. It is an absolute honour to serve as President of such a wonderful group of like-minded individuals, and I truly hope that by the end of this conference you feel part of our community too.



The EFPTA Board Members, from our 13 Member Countries, will all be wearing lanyards and badges to identify us, so please do not hesitate to ask if you need anything at all.

This year's Conference would not have happened without a number of key people. Thank you to our EFPTA board and Conference Organising Group. We are all volunteers who give their time alongside many other commitments to make events like this possible.

An enormous thank you goes to Lidija and Maja, our team here in Slovenia. They have worked tirelessly to ensure the smooth running of this event, and we are incredibly grateful. We truly could not have done this without you. We also extend our thanks to Professor Anja Podlesek, President of the Slovenian Psychologists' Association and Professor at the University of Ljubljana, as well as to the National Education Institute of Slovenia and the Secondary School of Nursing, Ljubljana, for their generous support.

Thank you to our keynote speakers, Professor Katja Košir and Professor Ana Kozina, and to everyone contributing talks, workshops and posters. Your expertise and passion make this Conference possible. Please enjoy every minute of our 2026 Conference and I hope we will connect again soon!

Mairi Rice, President of EFPTA

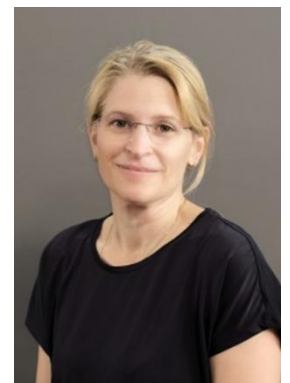
WELCOME BY PRESIDENT ANJA PODLESEK Slovenian Psychologists' Association

Dear EFPTA 2026 Conference participants, dear colleagues,

Welcome to Slovenia—a small country in size, yet rich in natural diversity and human potential. It is a place where landscapes meet, cultures intertwine, and ideas have space to grow.

At the same time, Slovenia is among those European countries where psychological practice is still not sufficiently regulated. This reality places a special responsibility on all of us. It calls us not only to advance our science and practice, but also to actively shape public understanding—helping people recognise what psychology truly is, how it can serve society, and how to distinguish evidence-based practice from approaches that may do more harm than good.

In such a context, educating becomes more than a professional task—it becomes a societal mission. Promoting mental health, supporting development, and



strengthening preventive efforts across all areas of life are essential foundations for a healthier, more resilient future. And in a time marked by uncertainty, rapid change, and multiple global crises, the role of psychology becomes even more vital. Teaching psychology means nurturing critical thinking, empathy, and responsibility. It means empowering individuals and communities to understand themselves and others more deeply. It is, in many ways, a path toward a more reflective, compassionate, and sustainable society.

The Slovenian Psychologists' Association is truly honoured to co-host this year's EFPTA conference and to stand alongside you in this shared endeavour. Over the coming days, may this gathering be a space for inspiration, ideas, and dialogue. May it strengthen our voice and remind us of the impact we can have. I wish you a memorable stay in Ljubljana, filled with enriching discussions, new collaborations, and friendships that will continue long after the conference ends.

Anja Podlesek, President of SPA

A WORD FROM EFPTA VICE PRESIDENT TINNA BLÅVARG on the Conference theme ‘Why (learning) psychology matters’

Dear friends and colleagues!

I am proud to introduce our conference theme: Why (learning) psychology matters. In globally turbulent times like this there are indeed many good arguments for learning psychology. It's not possible to pinpoint one specific reason, since they are truly in abundance. However, life still goes on. Let me start off with three good reasons to teach and learn about psychology, for everyday life, as well as for the bigger picture. Reasons that also are relevant for the students and easy to take to heart. First: self-knowledge. Students who understand how their own minds work, how they make decisions, form habits and manage emotions, are better equipped for everything life will throw at them. Second: human connection. We are social animals. Understanding behaviour and bias isn't a luxury, it's a survival skill for modern life. And third: psychology is a science. It teaches students to think critically, to demand evidence, and to be sceptical of easy answers. That's a gift to treasure for life.



We've put together a programme that should give all of you the opportunity to find something that inspires you. We have scheduled events that will give us all a chance to both learn about and experience teaching skills for the psychology classroom. We have events on psychology curricula and the teaching of psychology and teacher education in our different European nations, so that we can find collegial support for our teaching. We have events with state-of-the-art research on various topics in psychology, so that you can bring that new knowledge back to your classroom. And of course we have the social activities.

I hope you leave with new knowledge, new friends and colleagues, and new energy.

Welcome to our 2026 EFPTA conference. Let's learn psychology together!

Ebba Christina Blåvarg, Vice President of EFPTA

KEYNOTE SPEAKERS

Psychology education as a context for fostering social and emotional learning and an inclusive classroom climate

Professor Katja Košir Ph.D.

Department of Psychology, University of Maribor, Slovenia



This lecture will argue for the importance of social and emotional learning, grounding it both in the role that students' psychosocial wellbeing plays in academic learning and in the recognition of social and emotional learning as an educational goal in its own right. It will outline ways in which teachers, as formal leaders of the classroom, can foster an inclusive classroom climate. Contemporary scientific insights into the functioning of peer groups during adolescence and the contextual specificities of growing up in today's world will be presented. Finally, psychology education will be discussed as a uniquely privileged context in which social and emotional learning, as well as an inclusive classroom climate, can be strengthened through the academic curriculum.

Biography

Katja Košir, Ph.D. in Psychology, is a lecturer at the Department of Psychology, Faculty of Arts at the University of Maribor. She works with future teachers, psychologists and (inclusive) pedagogues; in addition, she participates in the teacher education training program (PAI). Her research interests are mainly focused on various aspects of supporting social and emotional learning in schools, as well as on bullying. As an implementer of various trainings for professionals in the field of education, she strives to transfer scientific findings into practice and to effectively integrate and co-operate between academic community and educational institutions. She is a counsellor and supervisor for the online counselling service To sem jaz ("This is Me") and a recipient of the Award for Teaching Excellence from the University of Maribor.

Teachers’ burnout in focus: The role of social-emotional competencies and diversity awareness

Professor Ana Kozina Ph.D.

Head of Centre at the Pedagoški inštitut (Educational Research Institute), Ljubljana



This talk will address a rise in reported emotional challenges, coupled with heightened stress and burnout among teachers in Europe, by discussing the role of teachers' social-emotional competencies and diversity awareness support. The neglect of teachers' social and emotional competencies and diversity awareness competencies is evident in research (the vast majority of research in the field targets students, less so teachers), policy (lack of systemic support) and practice (lack of support, especially long-term). In the field of education, attention has largely been given to curricula development and didactics and not to the relational process of teaching and learning. This process has resulted in teachers who know what and how to teach, but are not supported in navigating the complexities of the relationships in the classroom.

The talk will build on the experiences in developing, implementing and evaluating interventions targeting teachers' social-emotional competencies and diversity awareness in a European perspective.

Biography

Ana Kozina is head of the Centre for Evaluation Studies at the Educational Research Institute of Slovenia and President of the Educational Research Scientific Council. Her research is focused on the field of developmental and educational psychology and within a broader context of educational research. She is strongly engaged in the international research community as the Slovenian representative in the International Association of Educators and in the European Commission's ENESSET international network. As a Positive Youth Development Policy and Intervention Committee leader she is an active member of Positive Youth Development in a cross-national perspective research network.

SHORT PRESENTATIONS

Friday 17 April 16:00-17:00 (plenary)

Psychology teaching in Europe's schools

This series of short presentations on some current projects and activities in school psychology education in various countries in Europe. Contributors are from diverse backgrounds in terms of nationality as well as the nature of their roles and experience, and their topics are varied! Each talk will be of about five minutes duration. (NB: the final order of presentations on the day may be different from the order shown below.)

Psychology education in Slovenia's upper secondary schools

Lidija Srša

Zavod RS za šolstvo / National Education Institute of Slovenia

Psychology holds a significant and long-standing position in the Slovenian secondary education system. Today, it is a mandatory subject in general education (Gymnasiums), where students have 70 hours of psychology per year, with the option of an additional 280 hours as an elective Matura (national exam) subject. Furthermore, psychology is integrated into most secondary vocational programmes (offering either 68 or 34 hours), reaching approximately 60% of the youth population. The year 2025 marked a pivotal turning point with the adoption of a new national curriculum, set to be implemented in the upcoming school year. Psychology teachers are supported by a professional learning community coordinated by the National Education Institute Slovenia (ZRSŠ), which conducts professional training and provides a platform for sharing best practices and networking.

Didactics of psychology at the University of Ljubljana: Preparing students to teach psychology in upper secondary schools

Melita Puklek Levpušček and Katja Depolli Steiner

Department of Psychology, Faculty of Arts, University of Ljubljana, Slovenia

Psychology at the upper-secondary school level in Slovenia may be taught only by psychologists with a teaching qualification. The Department of Psychology at the University of Ljubljana provides undergraduate and Master's students with the legally required pedagogical-andragogical training for obtaining this qualification. This presentation describes the Master's-level course 'Didactics of Psychology', which develops teaching competences through on-campus microteaching with peer feedback, structured classroom observations of psychology lessons in schools, and a mentored full lesson taught by the student in a school setting. In addition, students' experiences of the course and their professional self-perceptions as future teachers are presented.

EFPTA Connexit project: Collaborative opportunities to connect psychology classrooms across Europe!

Harriet Ennis

Bootham School, York, England

Connexit is an idea for collaborative connection between psychology classrooms, designed to open up online chats and allow students to 'meet' across borders and share ideas and experiences. We introduced this idea at our last International Conference in Finland, where it was received with enthusiasm. Two years later, some delightful projects have taken place, however, we want to encourage more, and we are looking at ways of making the format more attractive / accessible. This year, therefore, we aim to try something a little bit different...

Psychology education and psychological support in Albanian pre-university schools as the country approaches EU accession

Jonida Lasha

University of Shkodra “Luigj Gurakuqi”, Albania

This short presentation will outline the current situation and promising developments in psychology education and psychological support in Albanian pre-university schools, at a moment when the country is approaching EU accession. I will briefly present existing gaps such as the limited presence and unclear role of school psychologists and the lack of structured social-emotional learning alongside new reforms, pilot programs, and alignment with European standards. Framing Albania as a “laboratory” of change, the talk will highlight concrete opportunities to strengthen school psychology in a transforming education system.

Bringing psychology to technical minds: strategies for engaging STEM oriented high school students

Maja Pezdir

Elektrotehniško-računalniška strokovna šola in gimnazija Ljubljana / Electrotechnical & Computer Technical School and Gymnasium Ljubljana, Slovenia

Teaching psychology in a technical-oriented upper secondary is a special challenge. At a school where (predominantly male) students specialise in computer science, electronics and engineering, many of them initially see psychology as distant from their interests. My experience as a psychology teacher and also a school counsellor (dual role) shows that one of the most powerful factors influencing students’ motivation, engagement and learning outcomes is building a positive student-teacher relationship. This presentation highlights how building trust, psychological safety and authentic connection with students aged 16–19 is essential for effective teaching - especially in a subject that requires reflection and openness. In my short presentation, I will illustrate concrete approaches that strengthen teacher-student relationships and also other teaching strategies that demonstrate the real-life value of psychology by connecting theory to concrete, everyday situations.

Why psychology matters to students: Insights from technically oriented secondary schools

Sanja Ćorić

Elektrotehniško-računalniška strokovna šola in gimnazija Ljubljana / Electrotechnical and Computer Technical School and Gymnasium Ljubljana, Slovenia

Understanding why psychology matters to secondary-school students requires direct engagement with their perspectives. Soliciting students’ own views provides substantive, content-specific insights while also illuminating how continuous encouragement to reflect on the relevance of psychology shapes their perceptions of the importance of both specific thematic areas and the subject as a whole.

Such inquiry necessarily extends beyond the prescribed curriculum and invites consideration of pedagogical approaches as well as the dynamics that characterise teacher–student interactions. In this presentation, I draw on my experience working with students in technically oriented educational programs (technical upper-secondary school and technical gymnasium). I aim to emphasise the importance of positioning students as active partners in articulating which aspects of psychology they regard as meaningful and valuable.

Cross-cultural psychology in cross-cultural classrooms

Dr Paschale McCarthy

The American University of Paris, France

As classes become increasingly diverse and multicultural, the need to investigate practical strategies for teaching cross-cultural psychology has increased. This talk explores how cultural perspectives can shape learning styles, means of communication and student expectations. In order to create an inclusive and open environment for learning, the students' lived experiences may draw on their cultures to help illustrate key concepts such as cultural identity, acculturation, cultural isolation, individualism vs collectivism. This promotes reflection on the student's own worldview and its role in their cultural identity as well as encouraging deeper engagement with cross-cultural principles that underpin cross-cultural psychology.

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 Workshops Schedule (page 5) for the lists of workshops in each session.
- Workshop room numbers will be provided at the event.
- 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.

Workshops session 1: Saturday 18 April 09:30am

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.

This presentation was funded by VEGA No. 1/0536/26.

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.

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.

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>

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.

Workshops session 2: Saturday 18 April 13:30 pm

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.

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.

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).

United Kingdom

In the UK, psychology is a predominantly standalone elective within the pre-university curriculum, primarily delivered through A-level (England) / 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.

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!

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.

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

Harpa Hafsteinsdóttir, Elva Björk Ágústsdóttir, Vilborg María Alfreðsdóttir, Anna Eir Guðfinnudóttir and Ester Bergsteinsdóttir

Menntaskólinn við Hamrahlíð, Reykjavík, Iceland

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.

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.

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

Christy Phelan

University of Phoenix Graduate School of Industrial Organizational Psychology, 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.

Workshops session 3: Saturday 18 April 14:45 pm

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.

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.

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

Åge Diseth

University of Bergen, Norway

Psychology education increasingly requires students to reflect on how they think and learn. Self-regulated learning (SRL) describes how students plan (forethought), monitor (performance), and evaluate (self-reflection) their learning using metacognition, learning strategies, and motivation. This workshop introduces the concept of SRL and explores how teachers can support students in becoming more self-regulated learners in psychology.

Participants will learn how to assess students' learning strategies in psychological tasks and how to apply psychological knowledge about cognition and motivation in their teaching. Through practical examples, the workshop demonstrates how teachers can use goal-directed metacognitive questions, emotion regulation strategies, and cognitive task analysis to enhance students' learning. It also provides tools for evaluating students' motivated learning strategies. By the end of the workshop, participants will be better equipped to foster self-regulated learning by integrating psychological theory with classroom practice.

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

Dr. Bor Sojar Voglar, sen. lect.

Prva Gimnazija Maribor, Maribor Conservatory of Music and Ballet, Alma Mater Europaea - Dance Academy

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.

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.

RESEARCH AND PROJECT POSTERS

The posters showcase Research and Projects in school psychology education in Europe. At the Conference there will be dedicated poster sessions during extended lunch and refreshment breaks, when the authors will be on hand to explain their project and answer questions. Topics are varied! This is an opportunity for the work of teachers and researchers to be shared with the psychology teaching community in Europe, both in person at the event, and later when they are posted on the EFPTA website.

(1) Online learning platform: Mental well-being in the classroom

Ellen Wolters and Dominique Warmerdam

Psychologie in het Onderwijs, Netherlands

This poster presents the online learning platform on mental well-being in the classroom, created by ‘Psychologie in het Onderwijs’.

Teachers and mentors recognize the importance of addressing mental health in the classroom. However, time constraints, limited practical tools, and competing priorities often prevent them from taking action. To support these teachers in integrating mental well-being themes into their classes, we developed an online learning platform that teachers can apply right away. The platform offers one focused theme per month with clear learning objectives. This lowers the threshold for engagement and contributes to the self-efficacy of teachers to implement the teaching methods, grounded in the Theory of Planned Behaviour and Social Cognitive Theory.

Each theme includes a video explaining the psychological theory, examples and experience-based tips. Materials such as worksheets and presentation slides are included. In this way small, achievable steps are introduced. Themes include stress, social relations, motivation, overcoming setbacks, and self-image. In addition, the platform provides a community where teachers can connect, exchange experiences, and share ideas to support one another. By creating successful experiences and support, the platform strengthens the motivation and confidence of teachers and mentors to integrate mental well-being into the classroom.

(2) Naloge, ki povežejo psihološko teorijo z vsakdanjim življenjem / Tasks that connect psychological theory to everyday life

Tina Mervic

Gimnazija Jurija Idrija Vege, Slovenia

Največ kar lahko damo mladostnikom kot profesorji psihologije je, da bodo s pridobljenimi znanji lažje razumeli sebe in svet okoli njih. Tako je v splošnih ciljih učnega načrta med drugim zapisano, da bodo dijaki povezovali psihološka teoretična spoznanja z vsakodnevnimi situacijami in razvijali zmožnost samorefleksije, spreminjanja samega sebe in svojega ravnanja. Skladno s temi cilji dijaki tekom šolskega leta po predelanih poglavjih oddajo sedem domačih nalog, preko katerih dobijo potrditev, da so psihološke teorije prisotne in uporabne v vsakdanjem življenju. Tako npr. po poglavju o čustvih sledi dnevnik čustev. Po poglavju o vrednotah sledi naloga, kjer oddajo fotografije s kratko razlago, kako predstavljajo njihove vrednote. Po poglavju o medosebnih odnosih prav tako oddajo fotografijo z opisom situacije, kako so v preteklem tednu izvedli prosocialno vedenje in kako so se ob tem počutili vpleteni. Naloge so načrtovane tako, da so raznolike, hitro izvedljive (npr. ustvarjanje fotografije), da vsebujejo samorefleksijo, da črpajo iz njihovega vsakdanjega življenja, da jih težje ustvarijo z UI in da so dijakom zanimive. Morda se vse skupaj zdi preprosto, ampak ravno zato jih izvajam vsako leto in bi jih preko posterja z veseljem predstavila tudi kolegom.

English (via Google Translate)

The most we can give to adolescents as psychology teachers is that they will understand themselves and the world around them more easily with the knowledge they have acquired. Thus, the general objectives of the

curriculum state, among other things, that students will connect psychological theoretical knowledge with everyday situations and develop the ability to self-reflect, change themselves and their behaviour. In accordance with these objectives, students submit seven homework assignments throughout the school year after the revised chapters, through which they receive confirmation that psychological theories are present and useful in everyday life. For example, after the chapter on emotions, there is an emotions diary. After the chapter on values, there is an assignment where they submit photographs with a brief explanation of how they represent their values. After the chapter on interpersonal relationships, they also submit a photograph with a description of a situation, how they performed prosocial behaviour in the past week, and how they felt involved in it. The tasks are designed to be diverse, quick to do (e.g. creating a photo), self-reflective, draw from their everyday lives, difficult to create with AI, and interesting to students. It may all seem simple, but that's exactly why I do them every year and would be happy to present them to my colleagues via a poster.

(3) Tehnike sproščanja pri pouku psihologije / Relaxation techniques in psychology classes

Nika Robnik

Prva gimnazija Maribor, Slovenia

Veliko dijakov je že slišalo za tehnike sproščanja. Ampak malokateri je pripravljen vložiti potreben čas, da se izgradi ta »mentalna mišica«. Ena izmed ovir je namreč predvsem ta, da tehnike sproščanja zahtevajo veliko prakticanja, preden dosežejo svoj namen. Ure psihologije so idealna priložnost, da dijaki izgradijo to mentalno mišico, saj postanejo del redne, strukturirane prakse v okviru ur pouka.

English (via Google Translate)

Many students have heard of relaxation techniques. But few are willing to put in the time needed to build this “mental muscle.” One of the main obstacles is that relaxation techniques require a lot of practice before they achieve their purpose. Psychology classes are an ideal opportunity for students to build this mental muscle, as they become part of a regular, structured practice within the classroom.

(4) Teacher Mental Health Literacy in a Global Context: An Overview of Effective Strategies and Programs

Anna Karmazínová

Comenius University Bratislava, Slovakia

Mental health literacy (MHL) comprises a set of competencies that include understanding positive mental health, knowledge of mental disorders and their treatment, the ability to reduce stigma, and the capacity to seek appropriate help effectively. In the context of the teaching profession, MHL is further understood as a collection of practical skills that enable educators to support students' well-being, identify emerging difficulties in a timely manner, and connect them with suitable sources of support.

At the international level—including contexts such as Australia, New Zealand, Canada, and the Scandinavian countries—there is a noticeable development of comprehensive strategies aimed at strengthening teachers' confidence in recognising signs of psychological distress and at systematically fostering psychologically safe classroom environments. These approaches typically involve continuous professional learning embedded in everyday pedagogical practice, the promotion of open communication about mental health, the reinforcement of relational safety, collaboration between schools and specialist services, and the implementation of preventive activities focused on well-being and destigmatisation.

In this context, the poster presents selected international programmes aimed at developing teacher MHL and showcases concrete examples of effective practice that may serve as inspiration for further strengthening mental-health support within our own school settings.

This presentation was funded by VEGA No. 1/0536/26.

(5) Bullying prevention in Albanian Secondary Schools: A psychological and educational perspective

Elona Hasmujaj

University of Shkodër "Luigj Gurakuqi", Albania

Bullying in schools is widely recognised as a major threat to adolescents' psychological well-being, school engagement, and positive educational outcomes. Research across Europe indicates that bullying is closely associated with anxiety, depression, social exclusion, and decreased academic motivation among students (Olweus, 1993; UNESCO, 2019). In the Albanian context, national reports and international assessments highlight the persistence of peer violence and bullying behaviours in schools, emphasising the need for structured prevention strategies and stronger school-based psychological support (UNICEF Albania, 2018; Save the Children, 2017).

(6) Understanding Diversity in Inclusive Education: What Remains Invisible?

Kateřina Machovcová

Department of Psychology, Faculty of Education, Charles University, Czechia

As schools move from a remediation model of integration toward inclusive environments, teachers are expected to respond to diverse student needs regardless of formal diagnoses. Our study examines how teachers conceptualize diversity and which student categories they are more or less likely to recognize in their classrooms. We propose a three-dimensional framework of diversity, distinguishing whether categories are (1) visible in classroom interaction, (2) socially stigmatized, and (3) officially acknowledged within educational policy. A questionnaire study with 701 form teachers explored how teachers identify the presence of students representing various diversity categories. Results show that teachers more readily identify students whose characteristics are more observable and perceived to affect learning (e.g. different mother tongue). In contrast, less visible and less officially recognized categories (e.g. minority sexual orientation) tend to remain unnoticed. Giftedness, although formally acknowledged, also appears under-identified. These findings highlight “diversity within diversity”: while some students receive targeted support, others remain structurally invisible. Inclusive education therefore requires not only supportive school climate, but also deliberate attention to less visible forms of diversity in teacher training and school practice. Such mechanism-based understanding of inclusion can be effectively integrated not only in teacher preparation training, but directly within psychology courses (social & developmental psychology) to enhance self-awareness and whole school approach to inclusion.

(7) Beyond the Textbook: Promoting Psychological Literacy through Peer Learning and Independent Inquiry

Holly Hamer

King Edward VI Five Ways School, England

Note from Programme Editors: A-levels are academic qualifications set by English exam boards for students normally aged 16–18, allowing young people to progress to university level study, training or employment. A-level psychology is very popular, and is provided in most secondary schools in England.

Many students believe A-level psychology to be an exam-focused, content-heavy subject rather than a discipline that explains everyday behaviour and informs a range of careers. This poster presents two classroom initiatives designed to promote psychological literacy in A-level students. The first initiative involves a psychology club for younger students, led by senior psychology students in collaboration with a teacher. Sessions explore topics such as consumer psychology and marketing, the psychology of sensation and the importance of brain training. Secondary aims are to develop leadership skills and increase psychology's profile across the school to maintain A-level take-up. The second initiative is an independent

project in which students research how psychological theories explain real-world issues of interest, such as eyewitness testimony and miscarriages of justice, or the effect of sleep disruption on the body. Students complete a portfolio of research over a 10-12 week period and engage in presentation of their findings to others. Together, these approaches promote independent learning, 'learning through teaching', and the application of theory to everyday life. Outcomes have shown that students deepen their conceptual understanding of A-level content, develop independent research and communication skills, and improve their application abilities for exam technique and success.

(8) Observational Practice as a Link Between Psychological Theory and Teaching

Emma Kerin Zabukovec

Department of Psychology, University of Ljubljana, Slovenia

The poster will present Observational Practice as a selective course for first-year master's degree students in teacher education programmes at the Faculty of Arts, University of Ljubljana. The 15-hour classroom observation in primary and secondary schools is designed to help students connect psychological concepts, studied in the course Psychology for Teachers, with real-life classroom practice.

The poster will draw on 34 written student reflections, collected after the completion of the observational practice. A simple thematic analysis was conducted to identify recurring activities, focal areas and perceived professional impact. Students reported observing classroom dynamics, teaching strategies, assessment practices, and school organisation, as well as interacting with mentor teachers and other staff members. Key insights highlight the importance of classroom climate and teacher-student relationships, the complexity of discipline and motivation, and the multifaceted reality of the teaching profession. The findings further suggest that observational practice strengthens students' professional reflection, provides a more realistic understanding of teaching, and supports the development of their emerging teacher identity.

(9) Starting from decolonising an Individual Differences course and ending up decolonising ourselves: How student-staff partnerships can support transformative change in HE

Leyla De Amicis, Michele Vincent, Hsin Chang Cheng, Sijia Wen, and Hannah Thompson

University of Glasgow, Scotland

Decolonising the curriculum is increasingly recognised as essential for promoting equality, diversity and inclusion across higher education. In the UK, psychology students come from diverse cultural, linguistic and educational backgrounds, making meaningful representation within the curriculum crucial. Decolonisation both challenges established hierarchies of knowledge and enables students to see their experiences reflected in academic spaces. Yet, despite institutional commitments, resistance—both subtle and explicit—remains common, and decolonial efforts are frequently superficial or symbolic. Within Psychology, dominant Western frameworks also limit students' preparedness for working with diverse communities. Our project aimed to meaningfully decolonise the Individual Differences course through a student-staff partnership model funded by the Student-Staff Partnership Scheme (SSPS). Three former students, the course convenor, and a colleague with decolonial expertise co-created new learning materials alongside input from current students. We identify opportunities, challenges and institutional constraints encountered throughout this process, highlighting the value of sustained reflection and collaborative pedagogies. We hope these insights will encourage colleagues and students to pursue decolonial work across psychology teaching.

(10) A self-decolonising toolkit for social psychology teachers

Leyla De Amicis

University of Glasgow, Scotland

A self-decolonising toolkit was developed to support social psychology teachers in critically reflecting on their learning, teaching and research practices. Such reflection is central to challenging intellectually colonised mindsets and, in turn, enabling more meaningful curriculum and pedagogical change. Although designed for social psychology, the toolkit has wider relevance for academics across psychology and related disciplines.

A qualitative approach guided the development of the materials. Five experts in social psychology and decolonisation were interviewed about the meaning of self-decolonisation and strategies to support it. Their insights were combined with findings from a systematic rapid review. A draft toolkit was then evaluated by ten academics working in the UK, whose feedback further refined the resources. This self-decolonising toolkit was viewed as useful and practical, though potential resistance was acknowledged. Overall, self-decolonisation offers a pathway to transformative change within and beyond social psychology.

EFPTA Conference participants, Ljubljana, April 2026

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