

**BIENNIAL INTERNATIONAL SEMINAR ON THE TEACHING OF
PSYCHOLOGICAL SCIENCE**

MAISON SUGER

PARIS, FRANCE

1-5 JULY, 2024

PROGRAM

MONDAY

9:30-11:00: Introductions and Poster Previews

11:00-11:45: Poster Session

12:00-13:30:

International Collaboration on Undergraduate Psychology Outcomes

Susan Narciss, Ph.D.

Faculty of Psychology

Technische Universität, Dresden, Germany

Susan A. Nolan, Ph.D.

Department of Psychology

Seton Hall University, USA

Tony Machin, Ph.D.

Department of Psychology

University of Southern Queensland, Australia

Abstract:

The number of psychology undergraduate programs is increasing worldwide. The development of these programs is inspired both by international as well as national frameworks and policies of higher education. Furthermore, it is rooted in domain specific initiatives for the development of psychology curricula and professional standards. The increasing number and diversity of psychology undergraduate programs raises the question of what outcomes are to be expected from these programs in terms of knowledge, skills, and values/attitudes (i.e., competences). More specifically, what do those who have completed a 3- to 4-year psychology undergraduate degree know, and at what kind of tasks can they succeed by skillfully applying this knowledge? The presentation will provide an overview of a new international collaborative project with a central committee of 18 members in 14 countries, launched in 2022 by Susan Nolan (USA) and Jacquelyn Cranney (Australia). The goal of the collaboration is to delineate foundational competences for the undergraduate psychology program through a process similar to that developed for professional psychology competences at the graduate level by the International Project on Competence in Psychology. We will provide a description of the theoretical background, as well as the structures and processes that guide this project, including its central committee and its advisory group of approximately 100 members in 40 countries. The organizers will also outline the steps that have already been taken, the current state of project outcomes, the iterations that have led to this state, and additional planned processes, including broad and

iterative stakeholder engagement. The presentation is meant to stimulate discussion on the current state of the project as of July 2024 and to invite BISTOP participants to contribute their expertise to address questions about both pedagogical and national/international models that might be relevant for the development of undergraduate learning outcomes.

Biosketches:

Susanne Narciss is professor and head of the Psychology of Learning and Instruction (PsyLI) research team at the Technische Universität Dresden. The team is conducting theory-driven and design-based research on issues related to life-long learning and instruction with and within socio-technical systems. Her current interests include research on (a) promoting self-regulated learning, (b) the role of motivation and metacognition in instructional contexts, (c) conditions and effects of interactive learning tasks, and (d) conditions and effects of informative tutoring feedback strategies. For her work on feedback strategies, she received the 2007 Distinguished Development Award from the American Association on Educational Communication and Technology. Susanne also devotes her expertise, time, and effort toward improving the teaching and learning of psychology. She is a founding member of the executive board of the European Society for Psychology Teaching and Learning (ESPLAT) and served ESPLAT's President from 2021 to 2023. She is also co-editor (with Jörg Zumbach, Douglas Bernstein, and Guiseppina Marsico) of Springer's *International Handbook on Psychology Learning and Teaching* (2023).

Susan A. Nolan is a Professor in the Department of Psychology at Seton Hall University (USA). She is a past president of the Society for the Teaching of Psychology and a former representative from the American Psychological Association (APA) to the United Nations. She is also a Fellow of the American Psychological Association and the Association for Psychological Science. As a U.S. Fulbright Scholar, Susan recently conducted a project on global psychology higher education at the University of New South Wales, Australia. As part of her work there, she co-founded the International Collaboration on Undergraduate Psychology Outcomes (ICUPO) whose members developed a list of foundational competences for the undergraduate psychology major. Susan did related work as a Fulbright Scholar at the University of Banja Luka in Bosnia and Herzegovina in 2015-2016. For her work, Susan received the 2020 Fukuhara Award for Advanced International Research and Service from the International Council of Psychologists. For more information, see <https://www.shu.edu/profiles/susannolan.cfm>

(Tony Machin's biographical sketch is listed in association with Thursday's session.)

TUESDAY

The Hole We Dug for Ourselves: How Inattention to Factual Evidence When Teaching Psychology Hurts the Field and Invites Conservative Censorship

Christopher Ferguson, Ph.D.

Department of Psychology

Stetson University, USA

Abstract:

A number of studies have indicated that many introductory psychology textbooks include a plethora of factually incorrect information. This problem appears to persist despite the attention

it has received. Further, new evidence suggests that these errors may be politically coded, favoring left-leaning sociopolitical narratives. This risks accusations that psychology instruction is not scientific, but rather indoctrinating of leftist politics. Given the political orientation of most psychologists, this may not be surprising, but the situation has reached a crisis point for the credibility of our field. Suggestions for how psychologists and psychology professors can right this sinking ship will be offered and discussed.

Biosketch:

Chris Ferguson is a licensed psychologist and professor of psychology at Stetson University, USA. He has spent two decades studying media effects such as violent video games, thin-ideal media and social media. These interests have led him to concerns regarding both the integrity of social science and free speech issues. He has written several books on psychology for popular audiences including his latest: *Catastrophe: The Psychology of How Good People Make Bad Situations Worse*. He lives in Orlando, Florida with his wife and son

WEDNESDAY

Jeopardy in the Classroom: Social Justice, Prejudice, and the “Banality of Evil”

William O’Donohue, Ph.D. and Jane E. Fisher, Ph.D.

Department of Psychology

University of Nevada, Reno

Abstract:

Claims of unjust treatment by both students and professors have increased over the past several decades. This raises the question of “What constitutes a just classroom?” This question is important and complex as it involves identifying sound principles of justice that can be applied to specific issues, such as the rights and duties of stakeholders in the educational enterprise and understanding the ethics of accusations and their just adjudication. When allegations are not dealt with properly, further injustices can be perpetrated on those involved. Specific cases where injustice in higher education has occurred will be discussed. Classic liberal principles of justice are contrasted with contemporary social justice approaches to suggest that these current approaches are often inchoate, differentially applied, and so flawed that they do more harm than good. An additional problem is inauthenticity. For example, some have personal interests in the appearance of justice rather than its substance. The conclusion is that higher education's current standards of procedural justice can be unjust and, therefore, dangerous. This fraught situation can produce a chilling effect in the classroom. Consequently, the fundamental role of the university of modeling liberal values and instantiating these to produce citizens adept at the critical thinking necessary to function in a democracy is brought into question. Finally, this situation will be discussed in terms of Hannah Arendt’s notion of the banality of evil, where ordinary career-oriented bureaucrats, due to their shallow understanding, do harm not as a result of anything extraordinary but rather of ordinary matters such as careerism, conformity, and particularly their prejudices, as defined in the classical sense, i.e., problematic beliefs held without critical examination.

Biosketches:

Jane Fisher is a Professor of Psychology and former Director of Clinical Training at the University of Nevada, Reno. She received a doctorate in clinical psychology from Indiana University-Bloomington. Her research interests include behavioral health in late life, clinical functional analysis, and the dissemination of evidence-based behavioral healthcare. She is involved in graduate and undergraduate teaching and the training of primary care health, social service, and public safety professionals. Her work has been funded by the National Institute on Aging and the U.S. Administration on Aging. She has consulted for public and privately funded geriatric behavioral health programs across the U.S. and Canada.

William O'Donohue, Ph.D., is a licensed clinical psychologist and Professor of Psychology at the University of Nevada, Reno. He received a doctorate in clinical psychology from the State University of New York at Stony Brook and a master's in philosophy from Indiana University. He has co-directed a Victims of Crime Treatment Center, supported by a grant from the National Institute of Justice, for the past 27 years. The Center provides free assessment and therapy to children who have been sexually or physically abused and to adults who have been sexually abused. He has published over 80 books and 300 journal articles and book chapters.

THURSDAY

The Impact of AI on the Teaching of Psychology: Grabbing the Tiger by the Tail.

Tony Machin, Ph.D.

Department of Psychology

University of Southern Queensland, Australia

Tanya Machin, Ph.D.

Associate Dean for Learning and Teaching

University of Southern Queensland, Australia

Abstract:

The recent deployment of generative language models has quickly changed the teaching and learning landscape. AI-based tools are being released at a rapid rate and many psychology educators are left wondering how to respond. The larger picture involves the potential revision of ethical codes, accreditation standards, and the kinds of competences being crafted during psychology education programs. This presentation will explore how best to understand the impact of AI and the optimal way to develop psychological literacy and professional identity with AI. It will include (a) a review of current approaches to incorporating AI in teaching and learning in psychology, (b) ideas about strategies for improving students' learning using AI in course design, course delivery, and course evaluation, (c) discussion of the growing importance of cyberpsychology as a career in psychological science, and (d) information about the most effective strategies for improving the assessment of psychological literacy using AI.

Biosketches:

Tony Machin is an academic and researcher who has been making significant contributions to the field of psychology for over three decades. He joined the Department of Psychology at the University of Southern Queensland in 1992 and was Head of the USQ School of Psychology and Counselling from 2008 to 2018. He has published more than 50 refereed articles on the impact of

work-related factors on individuals' well-being, health, and safety, and is also a chief investigator on an ARC Discovery grant that focuses on tertiary students' work-study balance. Tony and his UniSQ colleagues recently released the *Australian Handbook for Careers in Psychological Science* and he is co-editor of a monograph called "Engineering the world of work". He is keenly interested in the role of AI in psychology education and the future of AI in workplaces and in 2021 he received the Australian Psychological Society's Award for Distinguished Contribution to Psychology Education.

Tanya Machin is a distinguished leader in the field of teaching and learning in Australia. Her current role is as the Associate Dean (Learning and Teaching) at the University of Southern Queensland. She is also Chair of the Australian Psychological Society's (APS) Psychology Education Interest Group, and a committee member of the APS Division of Psychology Research, Education, and Training. Tanya supervises students in both psychology and counselling, and in 2020 she received the APS Early Career Teaching award. Her research focuses primarily on social media and technology across the lifespan, but she is also interested in human ethics and policy, which has honed her awareness of the implications of AI for educators and administrators.

FRIDAY

PARTICIPANT INVITED PRESENTATIONS

Invited Presentations

09:30-10:15 TBA

10:20-11:05 TBA

11:05-11:35 Coffee Break

11:35-12:20 Myths and misconceptions about psychology among university students: Why do they persist, can we correct them, and how can we prevent them? (Maya Khanna)

12:25-13:10 TBA

13:10-13:20 Closing Remarks