

Development and assessment of an interdisciplinary and international course:

Psychological foundations for responsible citizen- and leadership in diverse environments

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MOTIVATION & OBJECTIVE

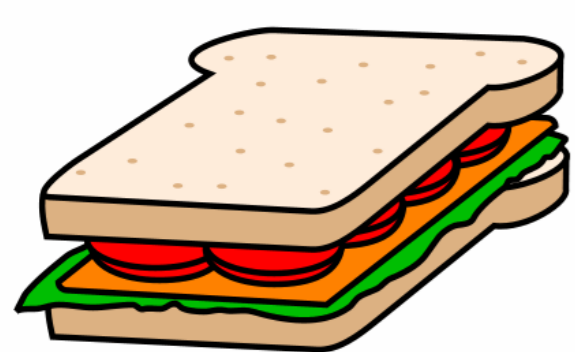
- Psychology as a scientific discipline: knowledge on boundaries for successful communication and cooperation and how to overcome them
- Responsible citizen- and leadership, building on diversity
- Disperse essential psychological knowledge beyond psychology classrooms!

YEAH! BUT... in Germany: Selective psychology programs, classes not regularly accessible to students of other majors

SETTING & CIRCUMSTANCES

- Fellowship-proposal for new course to be taught at *University College Freiburg* (UCF = interfaculty platform for promoting and administering international, interdisciplinary teaching activities)
- Bachelor's program Liberal Arts and Sciences
- CORE curriculum: "Responsibility and Leadership"
- Pre-Block-Course (2 weeks); 6 ECTS; working language: English
- Student diversity: 2nd-4th year, different majors, different native languages

CONTENTS & STRUCTURE



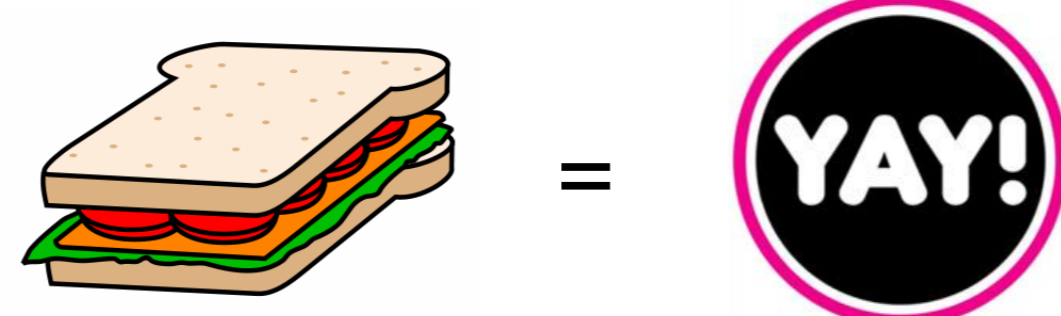
- Content: Social Psychology & General Psychology
- Structure: Educational Psychology

TEACHING & LEARNING METHODS

- Informed Training:** importance of course contents, learning goals & selection of learning activities to attain goals are explicated throughout the course
- Students develop and implement workshops** on focus topic (active learning elements, e.g.: group discussions, test application, multimedia presentations, example generation, experience exchange)
- Example sources & workshop development advice provided** presented in class and in writing (on ILIAS-learning platform)
- Individual **scaffolding** by the instructor (encourage students to utilize knowledge from educational psychology)
- "Thought exercises"** for every content unit (take time to individually reflect on a given topic related question; noted down = attendance monitoring)
- Examination format: Written contribution to 'workshop guide' = **detailed contents and structure + didactical reflection**

NOTES, IMPLICATIONS & OUTLOOK

- Knowledge and competency gain (useful but caveat: self-assessed)
- Workshop-format works! (more engagement than "presentations")
- Originally designed for 20-30 students, worked with small group
- Improvement potential: Have students provide revised/improved workshop schedule after reflection
- Interdisciplinary teaching/learning platforms: Useful to disperse essential psychological knowledge beyond psychology classrooms!



ASSESSMENT & RESULTS

- attainment of educational goals?**
→ **Pre & post self-assessment**
averaged values; 5-point Likert scale:
1 = I agree not at all - 5 = I agree completely



COMPETENCIES

	First session (n=7)	Last session (n=8)
AT THIS POINT IN TIME, I FEEL WELL PREPARED TO...		
design a didactically well-constructed workshop in which participants learn about and reflect on a given topic.	2,9	4,3
conduct (as an instructor) a workshop in which participants learn about and reflect on a given topic.	3,4	4,4
recognize and identify societal challenges related to discrimination, as encountered in various life domains.	3,6	4,4
distinguish (individual) cognitive and motivational processes that contribute to the emergence of situations in which certain people are disadvantaged.	2,6	4,3
specify (social) group processes that contribute to the persistence of such situations/societal challenges.	2,7	3,7
discuss and evaluate measures to prevent and/or overcome such challenging situations.	2,6	3,6
acknowledge and exemplify what psychology as a scientific discipline can contribute to overcoming such challenges.	2,1	4,1
critically reflect psychological theories and approaches.	1,9	3,9
work with psychologists in interdisciplinary teams.	3,3	4,8

KNOWLEDGE

	First session (n=7)	Last session (n=8)
AT THIS POINT IN TIME KNOW...		
what people who study psychology are trained in.	3,1	4,3
specific psychological theories, findings, and approaches which may help to overcome obstacles in communication and cooperation in occupational, administrative, as well as social settings.	1,6	4,0
how privilege can be defined.	2,3	4,6
what "privilege denial" is.	2,0	4,7
different forms of 'isms', like occupational sexism or institutionalized racism.	3,4	4,7
the difference between prejudice and stereotypes.	3,3	4,7
how stereotypes can be assessed.	2,0	4,1
what the term "fundamental attribution error" refers to.	1,7	4,9
what the term "ultimate attribution error" refers to.	1,6	4,4
what self-fulfilling prophecies are and how they come about.	4,3	4,9
what the term "Pygmalion effect" refers to.	1,6	4,1
what is meant by "stereotype threat".	2,3	4,7
perception biases like the "Halo-effect".	2,1	4,3
different heuristics that affect judgment and decision making.	2,4	4,6
what is meant by "grounding" in communication.	2,1	4,6
specific dimensions of intercultural differences in communication.	2,6	4,4

Thanks & Sources

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