

ESPLAT 2025

Psychology Learning and Teaching - Scientific
Thinking in Challenging Times

1.-3. September



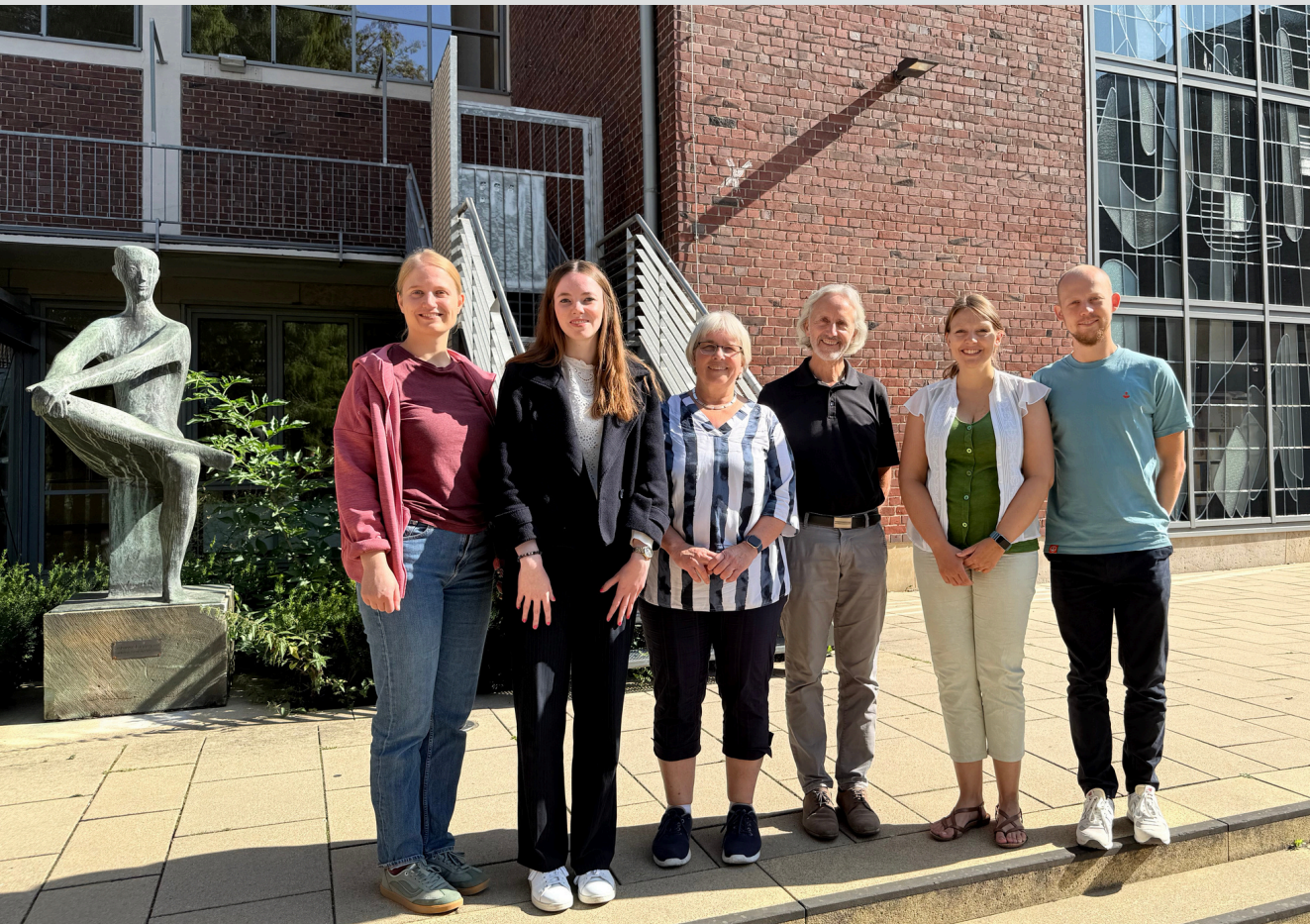
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PROGRAMME

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Dear Participants of the ESPLAT Conference 2025!

We are pleased to welcome you to
the City of Münster,
the University of Münster, and
the Institute for Psychology in Education!

We are delighted to organise the 5th ESPLAT Conference and thereby support the scientific and collegial exchange about the teaching and learning of psychology. *Scientific Thinking in Challenging Times* is becoming increasingly essential for higher education as times become more and more challenging. This conference will contribute to our understanding of the underlying learning processes, and hopefully help to improve the quality of psychology education.

We hope you enjoy your stay in Münster and benefit from the scientific exchange and social networking opportunities spanning different academic contexts, countries, and cultures.

Lena Kegel, Lara von Viebahn, Ute Roeder, Stephan Dutke, Gesa Bintz, Jan Beck, Maike Lindhaus (from left to right)

Addresses

**Conference venue and registration:**

University of Münster; Fürstenberghaus,
Domplatz 20-22

**Tuesday lunch (12:30-1:15 pm):**

Restaurant LUX at LWL Museum of Art and
Culture, Domplatz 10

**Guided tour (Tuesday): starts at 6:00 pm in the
conference venue foyer**

University of Münster; Fürstenberghaus,
Domplatz 20-22

**Conference dinner (Tuesday): starts at 7:00 pm**

Hier und Jetzt, Bismarckallee 11

Transport & luggage



Luggage storage available

You can store your luggage at the conference venue. Please ask at the reception desk. Opening times of the conference reception desk:

- Monday 9:30 am - 7:00 pm
- Tuesday 8:15 am - 6:15 pm
- Wednesday 8:30 am - 2:00 pm



Public transport ticket information

You received a public transport ticket as a PDF in the last mail from esplat25@uni-muenster.de. This ticket allows you to use any public bus in Münster during the conference.

Bus to the conference venue: If you plan to travel from the main station directly to the conference site, please take one of the following bus lines and get off at the "Domplatz" stop:

- 2 (towards "Alte Sternwarte")
- 10 (towards "Meckmannweg")
- 11 (towards "Dieckmannstraße")
- 14 (towards "Zoo/Naturkundemuseum")
- 22 (towards "Gievenbeck Heekweg")

All these buses depart from platform "C1" in front of the main station.



Bike rental

If you prefer to ride a bicycle, you can rent one from Radstation directly in front of Münster Main Station. For prices and reservations, see radstation.de.

Restaurants nearby

4–10 minutes' walk from the conference venue

→ **Traditional German cuisine**

Kleiner Kiepenkerl: Spiekerhof 47
25–40€ per person

Gasthaus Stuhlmacher: Prinzipalmarkt 6/7
25–35€ per person, closed on Sundays

→ **Turkish cuisine**

F24: Frauenstraße 24
15–25€ per person

→ **Italian cuisine**

Mocca d'or: Rothenburg 14
20–30€ per person

→ **Vegan cuisine**

Krawummel: Ludgeristraße 62
15–25€ per person (burger, bowls & salads)

Chay Chay: Frauenstraße 51
15–25€ per person (vietnamese cuisine)

→ **Breakfast/café**

Herr Sonnenschein: Königsstraße 43

1648: Heinrich-Brüning-Straße 5
Great view over the city, closed on Sundays

→ **Bar/pub**

Cavete/ Blaues Haus: Kreuzstraße
(student) pub street

Fyal central: Geisbergweg 8

City map

- A Conference site
- B Tuesday lunch
- C Conference dinner
- P Car park
- P Car park with limited spaces
- P Parking garage
- P Parking garage with disabled parking spaces (chargeable)
- DB Main station
- P Coach parking
- P Coach stop (boarding and alighting only)
- H Bus stop
- Taxi Taxi rank
- I Tourist information
- + Hospital
- WC Barrier-free public toilet
- WC Public toilet
- B Bike station with bike rental
- PO Post office
- C St.-Paulus-Cathedral
- Pedestrian zone



Fotos: Presseamt Münster / MünsterView (1/7), Air-Klick (2), Münster Marketing (3/6/11/12), R. Emmerich (4/8), E. Deiters-Keul (5), D. Schwelle (9), Presseamt Münster / B. Fischer (10)



1 Historical Town hall



2 Prinzipalmarkt



3 St. Paulus cathedral



4 St. Lamberti church



5 LWL-Museum für Kunst und Kultur



6 Dominican Church G. Richter Pendulum



7 Erbdrostenhof



8 City museum



9 St. Clemens' Church



10 Art museum Pablo Picasso



11 Geology museum



12 Castle

Programme (Sunday)

15:00 - 18:00	F 043: Pre-conference Workshop 1: How do we accomplish reliable and trustworthy theses assessments and examinations? <i>Michael Gruber</i>	F 041: Pre-conference Workshop 2: Blue Zones and Beyond: Applying Scientific Thinking to Address Global Health Challenges <i>Megan Mendez</i>	F 042: Pre-conference Workshop 3: Understanding science by analysing its communication <i>Ingrid Scharlau</i>
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Programme (Monday)

10:15	<p>F 041: Workshop Creating Open Educational Materials Using Quarto- and Github-Pages <i>James Bartlett</i></p> <p>10.15 - 11.45</p>		
12:00	<p>F 2: Welcome and Opening</p> <p>12.00 - 12.30</p>		
12:30	<p>F 2: Keynote: Applying the Science of Learning to the Teaching of Psychology <i>Andrew C. Butler</i></p> <p>12.30 - 13.30</p>		
13:45	<p>F 2: Parallel Session 1 A: Self-Regulated Learning</p> <p>1. Who Can Wait? Differences in Academic Delay of Gratification and Executive Function in Neurodivergent and Neurotypical psychology students <i>Patrick O'Connor</i></p> <p>2. Closing the Gap? – Examining the Longitudinal Development of Intentions, the Intention-Behavior Gap, and Their Predictors in an Educational Psychology Lecture Course. <i>Vivien Rieder</i></p> <p>3. Self-regulation and learning strategies in studies – A digital offer for and delivered by psychology students <i>E. Helin Yaban</i></p> <p>4. Finding time for active learning: supporting students in the “why” and the “how” of formative learning activities. <i>Maxine Swingler</i></p>	<p>F 043: Parallel Session 1 B: Psychological Literacy</p> <p>1. Myths about Teaching and Learning among Student Teachers, Teachers, and Lay People <i>Jörg Zumbach</i></p> <p>2. “Psychological Literacy” Practice in the UK: Who, What, Where? <i>Madeleine Pownell</i></p> <p>3. Mapping the Literature on Psychological Literacy in Low- and Middle-Income Countries <i>Richard Harris</i></p> <p>4. Going Beyond the Principles: Ethical Theory is a Core Component of Psychological Literacy <i>Russell Searright</i></p>	<p>F 042: Parallel Session 1 C: Discussion Session</p> <p>Evidence-Based Teaching of Psychology Revisited <i>Ioulia Papageorgi, Iva Stuchlikova, Stephan Dutke</i></p>
15:15	<p>1st Floor: Coffee Break</p> <p>15.15 - 15.45</p>		
15:45	<p>F 2: Parallel Session 2 A: Symposium</p> <p>The International Competences for Undergraduate Psychology: From Inception and Development to Current and Future Applications <i>Susan Nolan</i></p>	<p>F 043: Parallel Session 2 B: Rethinking Learning and Teaching</p> <p>1. Street Psychology: learning by teaching <i>Marieke Toffolo</i></p> <p>2. A Critical Discussion of Construct Measurement in Psychology Pedagogy: The Case of the “Imposter Syndrome” <i>Pam Birtill</i></p> <p>3. Musical Learning: the role of body, movement, and intentionality in Group Piano teaching <i>Bianca Viana Monteiro da Silva</i></p>	<p>F 042: Parallel Session 2 C: Statistics & Methods in Psychology Education</p> <p>1. Exploring Student Profiles in Statistical Performance Based on Self-Regulation Attitudes towards statistics and Computer Self-Efficacy <i>Patrick O'Connor</i></p> <p>2. Relation Analysis – Methodological Approach for Complex Empirical Phenomena <i>Rainer Maderthaner</i></p> <p>3. Come Together, Right Now, Over Mu: Bridging the Gap Between Theory and Practice in Statistical Pedagogy <i>Erin Freeman</i></p> <p>4. Assessing the impact of a statistics course on undergraduate science students’ perceptions of self-efficacy in statistics, and statistics anxiety. <i>Janet M. Fritchard</i></p>
17:15	<p>1st Floor: Coffee Break</p> <p>17.15 - 17.30</p>		
17:30	<p>F2: Reception</p> <p>17.30 - 18.30</p>		

Programme (Tuesday)

08:30	F 2: Parallel Session 3 A: Critical Thinking 1. Enhancing critical thinking instruction through assessment of students' cognitive reflection <i>Age Diseth</i> 2. Critical thinking and need for cognition in psychology learning <i>Linda Wirthwein</i> 3. A Dual-Perspective Approach for Psychology Education <i>Demian Scherer</i> 4. Teaching Critical Source Evaluation - A Meta-Analysis on Source Credibility Interventions <i>Xenia Muth</i>	F 042: Parallel Session 3 B: Discussion Session Enhancing Inclusive Education Through AI: Supporting Neurodivergent Students and Staff in UK Higher Education <i>Alexia Revueillas Roux, Steph Sayan</i>	F 043: Parallel Session 3 C: Predicting Academic Success 1. Great Expectations? How are Unmet Course-specific Expectations Related to Learning-related Outcomes in Educational Psychology Classes <i>Zoe Sander</i> 2. Personality Traits, Negative Affect and Smartphone Addiction Risk: The Moderating Role of Cognitive Flexibility <i>Selin Yilmaz</i> 3. Academic and Social Integration of Freshmen in Psychology <i>Lena Kegel</i> 4. Determinants of academic achievement and study satisfaction in "dual-track" bachelor programmes: Insights from a longitudinal study at the University of Applied Sciences for Police and Public Administration in North Rhine-Westphalia (HSPV NRW) <i>Timo Berse</i>
10:00	1st Floor: Coffee Break		
10:30	Ground Floor/Foyer: Poster Session		
11:15	F 2: Keynote: Leveraging Metacognition for Scientific Thinking About Contested Topics: From Climate Change to COVID-19 <i>Helen Fischer</i>		
12:20	Restaurant LUX, LWL-Museum, Domplatz 10: Lunch Break		
13:30	F 2: Parallel Session 4 A: Symposium Fostering critical, scientific, and creative thinking in psychology education <i>Irena Smetackova, Karen Marangio, Katerina Machovcova, Lenka Sokolová, Marleen Evers, Paula Miles</i>	F 042: Parallel Session 4 B: Reflection I 1. "We're in this together": Co-creating a group work agreement to support students' interpersonal and task specific groupwork skills <i>Ashley Robertson</i> 2. Peer-led group reflection practices unpacked: Terminology, common ground, and variations <i>Richa Untema</i> 3. Introducing gradeless programmatic assessment in a research-oriented bachelor in psychology <i>Herco Fonteijn</i> 4. LIFOS: Developing and Evaluating a Local Infrastructure to Promote Open Science Practices in Psychology Teaching <i>Tatiana Kvetnaya</i>	F 043: Parallel Session 4 C: Asynchronous Learning 1. Evaluation of arenas for social interactions in higher education: design of distance courses, learning outcomes and student influence <i>Lena Werner</i> 2. Semi-virtual seminars as a means of developing psychology students' leadership skills <i>Eva Hammar Chiriac</i> 3. Teaching Psychology Asynchronously: The Role of Gestures and Motivation in Enhancing Learning from Instructional Videos <i>Gwen Brekelmans</i> 4. Simply Highlighting - Effects of Highlighting Choices in Distance Learning on Student Motivation <i>Katharina L. Wolff</i>
15:00	1st Floor: Coffee Break		
15:30	F 041: Parallel Session 5 A: Workshop When one teaches two learn: How to establish an effective feedback culture <i>Vivien Putzmann</i>	F 042: Parallel Session 5 B-1: Reflection II 1. Using Peer Review to Foster the Development of Scientific Competence in Psychology Students <i>Julia Kerner auch Körner</i> 2. Facilitating Value Reflection in Psychology: Insights from a blended learning course <i>Stefanie Gellner</i> F 042: Parallel Session 5 B-2: 21st Century Skills 1. Learning in Crisis: How War Transformed Professional Development and Psychological Care <i>Anastasiia Kuntsevska</i> 2. Scientific Thinking in Challenging Times: The Role of Psychology in Schools <i>Meltem Avci-Werning</i>	F 043: Parallel Session 5 C: Discussion Session Accessible and inclusive research methods and analysis teaching: what works, what doesn't work, and what could work? <i>Alana James</i>
17:00	F 2: General Assembly ESPLAT		
18:00	Start: Ground Floor/Foyer - Guided Tour to Conference Dinner		
19:00	Conference Dinner		

Poster presentations

Students' experiences of diversity, inclusion, and equality of their psychology curriculum

Gwen Brekelmans

Clarity in question: The effects of ambiguous language on exam-style performance.

Ellen Taylor & Poppy Butler

The effects of textual and pictorial glosses on incidental vocabulary learning, text comprehension and motivation while reading about the bystander effect in the English language learning classroom

Annina Sallmann-Kellner & Claudia Leopold

Facilitating continuous learning behaviour: Do weekly "Cheat Sheets" improve study habits in statistics lectures?

Laura Christina Schäfer, Saskia Baums & Stephanie van Ophuysen

Critical thinking in undergraduate students

Larissa Szymanek

(Under-)Utilization of a system for self-paced learning.

Alexander Hörnlein & Rainer Scheuchenpflug

Enhancing university learning strategies through embodied theatrical techniques

Jade Nguyen -van-yen, Nathalie Huet & Yasmine Belambri

The role of confusion as an epistemic emotion in help-seeking with ChatGPT

Clara Siracuse & Nathalie Huet

"Feedback, yes! But how?" Pilot project to integrate the concept of effective feedback culture into trainee teacher training in Cologne

Vivien Putzmann

Information about the „Society for the Teaching of Psychology“(STP)

Susan Nolan

Information about the Association of German Professional Psychologists (BDP)

Ralph Schliewenz

Programme (Wednesday)

09:00	F 2: Parallel Session 6 A: Symposium European perspectives on psychology teaching and learning <i>Ingrid Scharlau, Lenka Sokolová</i>	F 042: Parallel Session 6 B: Ethics and Professional Competencies 1. The Influence of Academic Background on Emotion Regulation: A Comparison of Psychology and Economics Students <i>Iva Stuchlikova</i> 2. Competency-based teaching concept for psychotherapeutic social skills in child and adolescent psychotherapy training <i>Lisa Hahn</i> 3. "Therapeutic Lying:" Applied Ethical Reasoning for Psychology Students <i>Russell Searight</i> 4. Evaluating an AI Simulation Tool for Enhancing Self-Efficacy in Therapist Trainees <i>Wasseem El Sarraj</i>	F 043: Parallel Session 6C: Discussion What Psychology for the School Psychologists? <i>Giuseppina Marsico</i>
10:30	1st Floor: Coffee Break 10.30 - 11.00		
11:00	F 2: Parallel Session 7A: Digital Teaching Formats in New Media 1. Discover Community Psychology: Perceived teaching quality and learning processes in a brief online self-learning course <i>Mirjam Hüpeden</i> 2. The psychology of starting with questions in psychology lectures - Pre-testing before video lectures supports learning <i>Robert Gaschler</i>	F 042: Parallel Session 7 B: Minding Heterogeneity 1. Cross-Cultural Psychology Teaching: Leveraging AI for Global Perspectives <i>Brent Moore</i> 2. Awareness and Attitudes towards Dyslexia in Higher Education Academic Staff <i>Christina Sotiropoulou Drosopoulou</i>	F 043: Parallel Session 7 C: (Science) Communication 1. Retrieval Practice as an Effective Method to Instruct Learners on Teaching and Learning Myths <i>Ines Zeithofer</i> 2. Teaching B.Sc. students to communicate scientific evidence to the public and quantitatively assess comprehensibility of texts covering psychology: A didactic concept and first evaluation <i>Christine Blech</i>
11:45	1st Floor: Short Coffee Break 11.45 - 12.00		
12:00	F 2: Keynote: How Economic Inequality in Society Shapes Student Outcomes in Secondary Schools <i>Nicolas Sommet</i> 12.00 - 13.00		
13:00	F 2: ESPLAT Awards and Farewell 13.00 - 13.30		

Acknowledgements

→ Society for the Teaching of Psychology (STP)

We thank the Society for the Teaching of Psychology (STP) for supporting us in financing the conference dinner.

→ Association of German Professional Psychologists (BDP)

Thank is also due to the Association of German Professional Psychologists (Berufsverband Deutscher Psychologinnen und Psychologen, BDP) for donating a Best Paper Award for an exceptional individual presentation or poster. The award is to be presented at the farewell event.

→ The Society for the Teaching of Psychology (STP), the European Federation of Psychologist's Associations (EFPA), the German Society of Psychology (DGPs), and Australian Psychology Learning and Teaching (AusPLAT) helped us in the dissemination of the call for papers.

→ The German Research Foundation (DFG) contributed to the personnel costs.



Berufsverband Deutscher
Psychologinnen
und Psychologen



Emergency



FIRE ALARM

In the event of a fire alarm or other emergency, please follow the instructions given by the conference staff. In an emergency, these persons will be wearing yellow or red safety vests.



MEDICAL EMERGENCY

In a medical emergency during the conference, please contact the conference staff or call 0049157 34 84 24 85.



Contact information



<https://www.uni-muenster.de/Psychologie/en/forschung/Konferenz/25esplat/>



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