University of Luxembourg

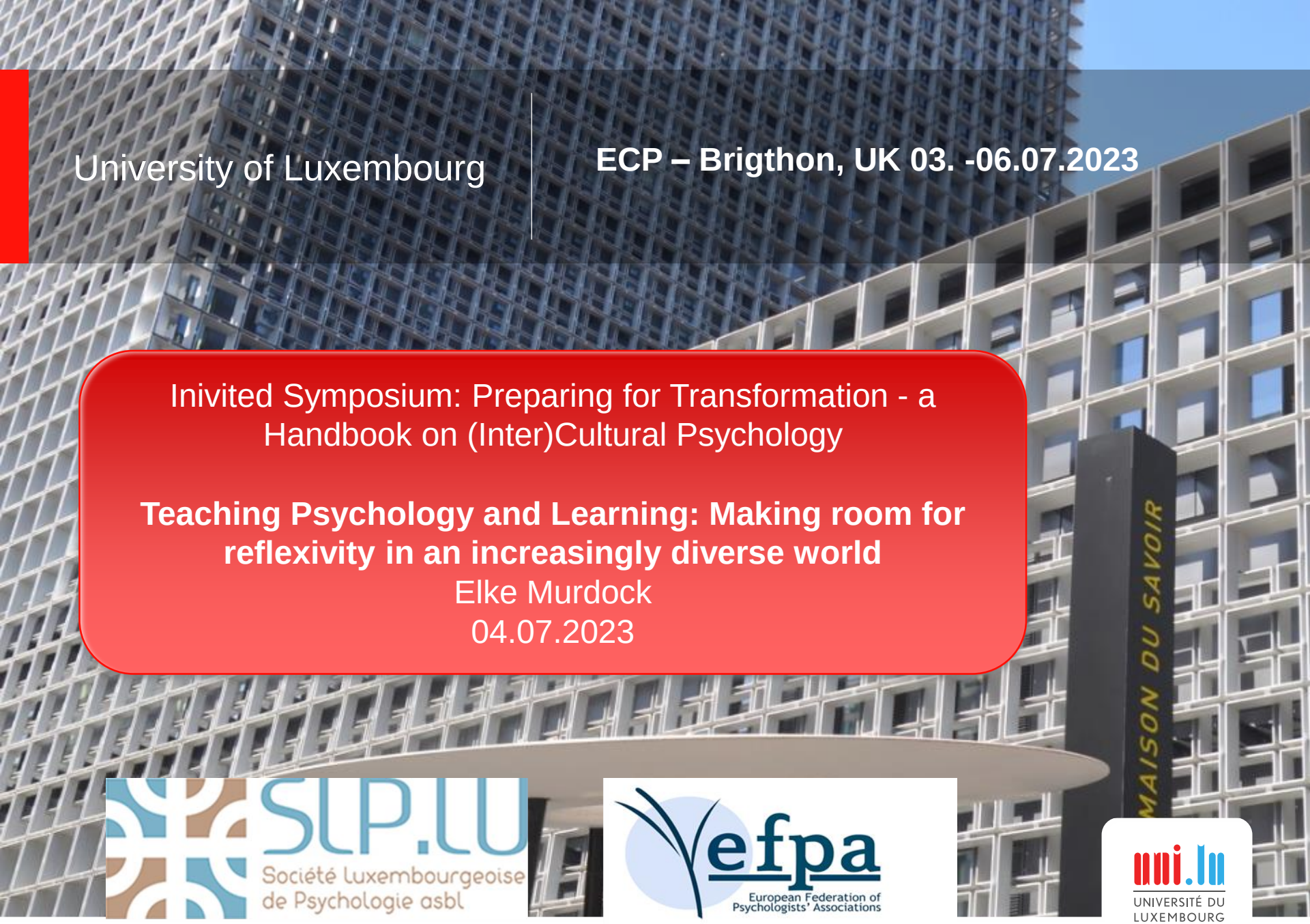
ECP – Brigthon, UK 03. -06.07.2023

Inivited Symposium: Preparing for Transformation - a Handbook on (Inter)Cultural Psychology

Teaching Psychology and Learning: Making room for reflexivity in an increasingly diverse world

Elke Murdock

04.07.2023



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Preamble

- What was/ is the composition of your student cohort whilst studying?

Invitation to reflect:

- What was, in your opinion, the **most important topic** taught in Psychology undergraduate education?

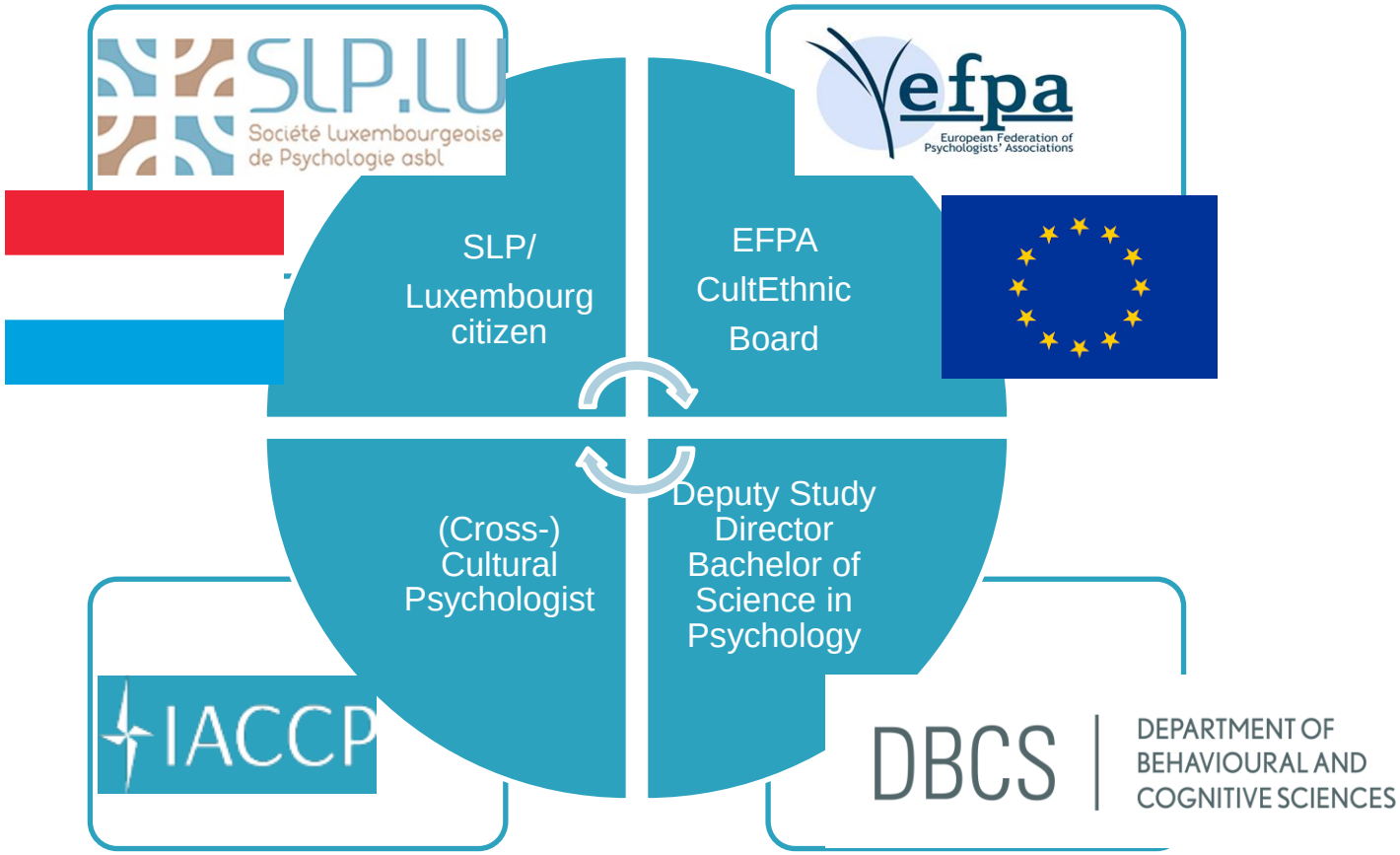
Invitation to reflect

- In your personal opinion, what is the **most important topic that ought to be** taught in Psychology undergraduate education?

Invitation to reflect

- Briefly think, how you like to teach – and how you like to be taught (how).

My postion - positionality



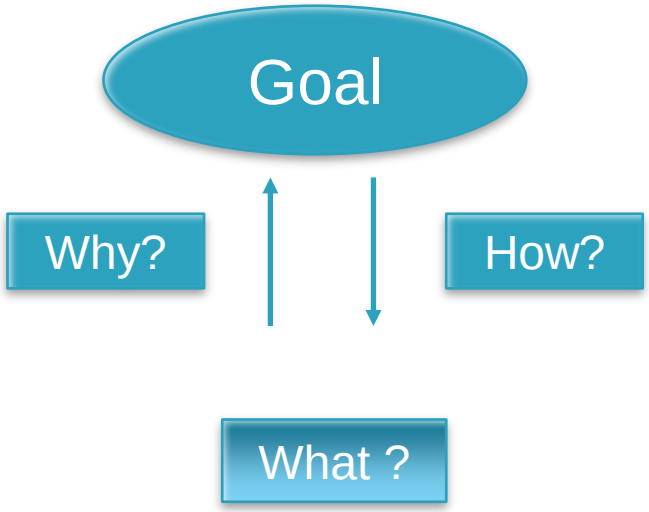
Personal observations

- Diversity
  - Student cohorts – more diverse (origin, identifications etc.)
  - Potential clients – more diverse
- Challenge of navigation of two worlds – real – virtual – boundaries?
- Seemingly interconnected world – yet increasing disconnect between groups ("*Uniting communities* for a sustainable world" – theme)
- External threats
  - Climate change
  - War

- Seemingly more complex world
  - Trends to “protect” students - signposting of difficult/ disturbing content?
  - Present material in sophisticated packages – easy to digest?
    - Health warning – reflection may be required?

Fundamental question:

- Understanding of **Psychology** -> Teaching of Psychology:



EuroPsy: Standards and Quality in Education for Professional Psychologists (Lunt et al. 2014)

- Psychology is a **science-based** profession.
  - Committed to a scientific perspective towards professional activity and the scientist practitioner approach to education and practice.
  - **Evidence-based** or evidence-informed is held up as the gold standard.
  - This quality standard demands professional aspirations for rigor,
    - For robust and **reflexive interaction** between science and practice
    - For striving for continuous evaluation and improvement of interventions and professional practice.
  - A **wise** combination of evidence-based sources may help to **contextualize** these theoretical models inspiring professional interventions in specific environments and for specific individuals and groups.

Bachelor of Science in Psychology (BAP)
Content:

- **A – Foundations in Psychology (42 ECTS)**
  - General, Developmental, Social, Personality, BioPychology)
- **B – Competencies: Methodology (53 ECTS)**
  - Scientific methods, statistics, experimental design & practical, BA thesis)
- **C – Competencies: Intervention (24 ECTS)**
  - Diagnostics, Psychotherapy, Ethics
- **D – Applied Fields of Psychology (23 ECTS)**
  - Work/ Organ. Psych., Pedag. Psych., Clinical Psych.,
- **E – Personal study profile (38 ECTS)**
  - Electives, Internships

180 ECTS

Bachelor of Science in Psychology (BAP)
Content: Further specification

- **A – Foundations in Psychology (42 ECTS)**
  - General Psychology (10 ECTS)
  - Social Psychology (8 ECTS)
  - Biopsychologie (8 ECTS)
  - Personality/ Differential Psychology (8 ECTS)
  - Developmental Psychology (8 ECTS)

- **B – Competencies: Methodology (53 ECTS)**
  - Research Methods (18 ECTS)
  - Statistiks (11 ECTS)
  - Empirical practical (10 ECTS)
  - Bachelorthesis (14 ECTS)

  ….

Bachelor of Science in Psychology (BAP)

- Curriculum:
  - Standard – set by Psycholog. Associations (DGPs)
  - Comparability (Bologna)
  - Career planning – Master level -> clear specification of course requirements
  - Extremely compact – covering theories, methodology & application
    - Mobility Semester - equivalent courses – experience
    - Electives– few degrees of freedom if clinical path is chosen.

  ⇒ Room for **exploration**?

  ⇒ Room for **reflection**?

  ⇒ Room to cut?

Alternative lens

"Cultural psychology is decidedly theoretical in focus. It critically acknowledges the progressive detachment of psychology with basic human cultural phenomena, such as the complex intentional forms of feeling, thinking, and acting that characterize our everyday lives. Starting from the rewriting of its formal history, psychology has pursued the "scientific status" of the discipline by telling a story of empirical accumulation of "hard" data on rewarding or punishing humans with tokens of consumables – food, money, etc. – leading thus the way to its versions of explaining complexity by way of simple elementary "effects" of some variables."

(Tateo, Marsico & Valsiner, 2022, p. 3)

Authors suggest the development of a **cultural psychology curriculum**

Tateo, L., Marsico, G., Valsiner, J. (2022). Cultural Psychology. In: Zumbach, J., Bernstein, D., Narciss, S., Marsico, G. (eds) *International Handbook of Psychology Learning and Teaching*. Springer International Handbooks of Education. Springer, Cham. https://doi-org.proxy.bnl.lu/10.1007/978-3-030-26248-8_28-1

Culture – central to understanding psychology

- Cultural psychology is a label that covers a range of theoretical and empirical approaches to the study of the relationship between meaning, mind, and human activities in the context of different cultural-historical systems.

- Why do we need the concept of culture to understand the mind?

  - The centrality of the meaning-making processes
  - The role of culture in the development of psychological functions
  - The human agency, understood as both product and producer of culture
  - The whole of systemic organism-environment relationships as unit of analysis
  - The genetic-historical and temporal dimension of psychological processes

  (Tateo, Marsico & Valsiner, 2022, p. 3)

Purposes and Rationale of the Curriculum in Cultural Psychology

- "The curriculum in cultural psychology is inspired by the concept of **integral humanism (**Tateo & Marsico, 2021; Valsiner et al., 2016),"…

- "In the perspective of cultural psychology, the curriculum shall include the interest in the **different branches of human activity** and must be inherently **interdisciplinary**, not limited to the mere technical aspects of psychology." …

- "The general learning goals of the curriculum include solid bases in the history, epistemology, and philosophy of psychology and a strong focus on qualitative methodologies and mixed methods and should explore its relations with humanities and liberal arts, linguistics and semiotics, social sciences, and developmental sciences (i.e., epigenetics, system theory, ecology, etc.)."

  (Tateo, Marsico & Valsiner, 2022, p.6)

Skills students acquire will include:

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Skills:

- Capability to work in multicultural environment and to effectively deal with ethno-epistemologies.
- Skills in developing innovative and original methods and research designs adapted to local contexts.
- Insights in the application of cultural psychological perspective to educational, professional, and therapeutic contexts.

(Tateo, Marsico, & Valsiner, 2022, p. 7)

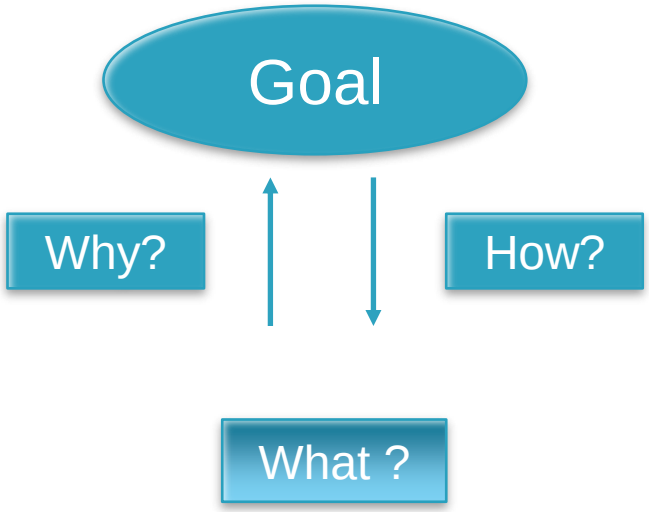
⇒The authors aspire to develop an entire curriculum

⇒ Our aspiration is the development of a course **within** the existing curriculum

Impact – perspective of the world

Fundamental question:

- Understanding of **Psychology** -> Teaching of Psychology:



Fundamental question:

- Understanding of **Psychology** -> Teaching of Psychology:
- Development of a Course in (Inter-) cultural psychology

WHY?

- Re-anchoring psychology with **basic human cultural phenomena**
- Study of the relationship between meaning, mind, and human activities in the **context of different cultural-historical systems.**

WHÁT?

- **Reflect** and **integrate –** theory, application, practice -> adding context not content per se.

HOW?

- Develop Course supported by Text allowing for experiential learning & reflection of human phenomena in today´s complex world.

Thank you very much for your attention & reflections.

If you would like to expand & explore -> we cordially invite you to attend the provocative session:

> **"Do we practice what we pr(t)each? Self-reflection as a touchstone for psychology"**
> 997 PANEL DISCUSSION 6 July 09:00 – 10:00 Meeting Room 9 Chair: Ulrike de Ponte
> Participants:
> Maria Koushiou, Elke Murdock, Lotte De Schrijver and Iva Žegura

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