



TEACHING PSYCHOLOGY IN FLIPPED CLASSROOM SETTINGS

A GUIDE FOR IN-CLASS ACTIVITIES

Developing Flipped Methods for Teaching (DFM) –
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Introduction

The flipped classroom is an educational approach that reverses the traditional model of teaching. In a typical classroom, students listen to lectures and receive direct instruction from the teacher during class time, and then work on assignments and projects independently at home. In a flipped classroom, the instructional content is delivered to students outside of the classroom, often through video lectures or online materials, and class time is dedicated to interactive, collaborative activities and discussions.

Although using flipped classroom method has multiple benefits and is growing popularity, researchers and practitioners indicate that among impediments of widespread usage of this method are the additional time and technological support in relation to development of flipped learning activities. The flipped approach often involves the investment of significant time and energy on the part of instructors (e.g., recording video lectures; designing additional in-class activities).

It is therefore recommended for teachers flipping their courses in team. By working in team, teachers can share their experiences of implementing flipped classrooms as well as their teaching resources. In the course of the “Developing Flipped Methods for Teaching” project flipped learning pedagogical material (out-of-class tasks, preassessment tools, in-class activities) were developed for teaching introductory psychology subjects during an academic year. By collaboration of six education institutions the developed materials are available in seven languages (English, Romanian, Hungarian, Portuguese, Bulgarian, Slovak and Greek), tackling a gap between educational research and practice. The main intellectual output of the project are the pedagogical materials for teaching 30 introductory subjects in psychology with flipped classroom methods.

The educational materials developed help overcoming the difficulties of elaborating multiple materials for teaching with flipped classroom design. Each pedagogical material is composed of an instructional video associated with low-stakes formative assessments as well as a proposal of in-class activities (described in this guide) and assessment tools, for evaluating results of learning.

The 10-15-minute-long educational videos can be accessed at the *Flipped Methods in Psychology* YouTube channel. They are narrated in one of the following languages: Hungarian, Portuguese, Bulgarian, Slovak and Greek, and translated (subtitled) in English and Romanian, besides the aforementioned ones.

The present guide contains recommended classroom activities for teaching some basic concepts in psychology. The annex contains pre-class and post-class tests associated to each subject. Pre-class test includes eight closed questions, with single-choice or multiple-choice answers. They are recommended to be completed by students after watching the educational video (usually at home, before in-class teaching activities begins). Post-class test is composed of at least four open-ended questions, to be used after ending teaching activities related to the specific subjects. The tests are intended to be used as starting points for interested teachers, which can be used for elaborating their own tests.

Teachers from higher and secondary education institutes are provided with the necessary materials for teaching the subject of psychology with flipped classroom methodology. Studies indicate that when changing traditional methods to flipped classroom student’s performance and satisfaction will improve. FC methods increase student’s motivation and their self-confidence, their commitment to learn. Please use this guide a starting point for flipping your psychology class.

This guide and its annexes can be downloaded from the project homepage: <http://www.kre.hu/dfm>

Partner institutions who contributed in elaborating the guide:

- Károli Gáspár University of the Reformed Church in Hungary (Hungary)
- Mihai Eminescu Pedagogical High School (Romania)
- Burgas Free University (Bulgaria)
- University of Coimbra (Portugal)
- J. Selye University (Slovakia)
- European University Cyprus (Cyprus)

Topic 1: Stress and coping

*Prof. Mariya Aleksieva, PhD; Prof. Milen Baltov, PhD; Assoc. Prof. Krasimira Mineva, PhD
Assoc. Prof. Veselina Zhecheva, PhD; Assist. Prof. Gergana Kirova
Burgas Free University, Bulgaria*

Background and rationale

Mentioning the word stress in the minds of most people brings to mind the idea of the rhythm of the daily routine of the modern person - traffic jams, work load, school, conflicts, family tension and many other situations that create a feeling of powerlessness, negativity, apathy, depression.

In the literature, the concept of "stress" appeared a century and a half ago. In 1936, in the "Letters to the Editor" section of the "Nature" magazine, a message was published by the Canadian physiologist Hans Selye with the title "Syndrome caused by various damaging agents". The concept of "stress" has undergone significant changes and is used very widely today. It means not only reactions to physical harmful effects, but also to any events causing negative emotions. In certain amounts, stress is useful because it stimulates motivation, quick adaptability and reactions at crucial moments, physical endurance.

"Stress" as a concept denotes the accumulation of a quantity of negative emotions that each of us experiences in certain situations. In general, it is a physiological and psychological process by which we show some reaction to various events or situations in which we are bound by increased demands and put pressure on us.

Every single change in our lives to which we adapt, in one way or another, is accompanied by stress. Even positive changes can sometimes be stressful. According to Hans Selye (the father of the scientific theory of stress), positive stress should be called stress, and negative stress should be called distress. Therefore, we can safely say that stress is both a "killer" and a "life force". It is something normal when it is not too strong, not too long and does not disturb the routine in our life and does not affect our health. If we manage to properly channel our emotions, accept them, process them, express them and not swallow them, manage to control them and not let them control us, then things happen in a really different and more healthy way.

Key topics

- Concept of stress
- Theories
- Environmental stressors
- Contextual variables (situational factors)
- Individual differences
- Cognitive assessment
- Types of stress
- Post-traumatic stress disorder symptoms
- Coping with stress
- Stressors that cannot be controlled
- Stressors that can be controlled

Learning objectives

The overall goal of the lesson is to familiarize the students with stress patterns, the influence of environmental factors, biological and genetic factors, as well as explanations of anxiety, types

of anxiety disorders, and techniques and methods for dealing with generalized anxiety and panic attacks.

The specificity of the goal is oriented to familiarization with techniques for dealing with stress and anxiety, their effectiveness and the expected results.

The goal is achieved through specific tasks, directly oriented to the main parameters in which the lesson is presented.

Expected results

Knowledge, skills and attitudes for students to acquire/ at the end of this module.

- At the KNOWLEDGE level: learners become familiar with the essence of stress, with the stressors of the environment, with the types of stress and the ways in which it manifests itself, they know techniques for coping with stress.
- At the SKILLS level: learners are able to differentiate the types of stress; distinguish between controllable and uncontrollable stressors; they are able to apply techniques to overcome stress.
- At the ATTITUDES level: learners are able to solve cases related to real-life situations from the surrounding environment and to propose techniques for overcoming stressful situations.

Pedagogical approaches and activities

Pre-Lesson Activity – at home

- students are asked to watch a video lesson *Stress and Coping* available on the YouTube channel *Flipped Methods in Psychology*.
- a pre-class test of closed-type questions was prepared for the students (see Annex). The questions are aimed at the most general parameters of the topic.

In-class activities

Activity 1. During the lesson “Case Study”

The teacher prepares an introductory activity using the case study method. For this purpose, students are divided into groups of 3-4. Each group receives one case study, the aim of which is to develop communication skills when giving feedback in stressful situations.

- 1. You are walking on the sidewalk and a passing car splashes thin mud on your clothes. How do you feel? What would you do?
- 2. The class teacher urgently wants you to provide explanations regarding a complaint made by your classmate. How do you feel? What would you do?
- 3. You go during your break to grab a sandwich from the kiosk. The salesperson serving you explains that you have to wait 15 minutes. What will you do?
- 4. Your cell phone keeps ringing late at night. You pick up the phone but from the other side there is silence. How do you feel? What would you do?
- 5. Someone steps on your shoes on the bus, but they don't apologize. How do you feel? What would you do?

- 6. During the current week, a classmate tells you that the math teacher threatened to give a test without informing the class in advance. You start to worry. What are the reasons for your concern? What will you do to overcome this condition?

The teams are given 3 to 5 minutes to familiarize themselves with the case studies, comment on them and decide on the answers to the questions to them. Each team is presented by a speaker who introduces the others to the content of the case study and the team's decision.

Activity 2. Anti-stress program

After the discussion, the topic of stress and coping with this condition is raised.

Next comes a new division of the class into teams of 5-6 people.

The task of each team is to develop its own anti-stress program.

The teacher introduces the participants to the basic steps in developing their own anti-stress program:

- 1. Self-assessment of stress reactions.
- 2. Analysis of one's own complaints in relation to the state of health.
- 3. Setting a goal - for example, creating a regimen related to maintaining a normal healthy emotional state.
- 4. Making a decision to comply with the comfort rules and the coziness program.
- 5. Making an agreement with yourself and putting it in a prominent place.
- 6. Marking relaxing exercises: movements, walks, relaxation, autogenic training, sports, diet.
- 7. Determining time /limit-minutes, hours/, place and frequency /daily, every other day, weekly/.

The time to complete the program is 30 minutes. After its expiration, the speaker of each team presents the team's program to everyone. A discussion, questions and answers will follow.

As a summary of the activity, the teacher should explain that in practice it is not necessary to begin with everything that can be done in the direction of removing the tension and stress. 1-2 exercises are enough until a permanent habit is formed and then can be supplemented with yet other techniques and movements. The psychological barrier here is overcoming the feeling that there is no time.

The advice in this case is to start with 5-10 minutes a day. Last but not least, it should be known that the program will have a more lasting effect, the longer it is implemented in time - months, a year.

After the lesson - Testing

The post-class activity called *Stress and Coping - Post-test* (see Annex) involves assessing students' knowledge by completing a quiz. Unlike the test before the lesson, in this test all questions are open as well as their contents.

Interaction model

- Face-to-face training during the introductory activities – solving cases, dividing into teams; developing an anti-stress program;

- Groups work by solving case studies and developing a team anti-stress program.
- Individual work - to complete the tests and watch the video material at home.

Evaluation and recommendations

Each student receives an individual grade based on the test results before the lesson.

Each team, based on the performance of the task in the classroom, receives a qualitative assessment of their work based on the presentations presented by the individual teams. This creates a competition between teams in terms of critical thinking and creativity in creating team anti-stress programs.

The teacher must develop his own criteria, adapted to the age and individual characteristics of the students and related to the expected results of the answers to the test after the students have watched the video lesson.

Notes to the lecturer

It is important for the teacher to pay attention to:

- The preliminary preparation for work on the topic.
- A selection of case studies, oriented to the individual and educational characteristics of the students (the proposed case studies are exemplary).
- The team task - to think about the way in which the students will be divided into teams.
- To take into account the time needed for work and for presenting the solutions from the test and the team anti-stress programs.

The teacher should prepare short and clear instructions regarding the implementation of the test before the lesson and the test after the video lesson; instruction about the video lesson (what the students should pay attention to).

Further readings

Peel, Norman, *The Power of Positive Thinking*, Kibea, 2022

Petermann, Ulrike, *The Captain Nemo Stories: Tales for Coping with Fear and Stress*, East-West, 2018

Wilkinson Gregg, *Stress. What We Should Know About It*, SoftPress, 2007

McGonigle, Kelly, *Stress - Friend or Foe*, The Nest, 2023

Carnegie, Dale, *How to Overcome Anxiety and Stress*, Hummingbird, 2013

Crichton, Emily, *Depression and Stress Free! Technique for emotional liberation (TEO)*, Parity, 2017

Topic 2: Problem Solving

*Prof. Mariya Aleksieva, PhD; Prof. Milen Baltov, PhD; Assoc. Prof. Krasimira Mineva, PhD;
Assoc. Prof. Veselina Zhecheva, PhD; Assist. Prof. Gergana Kirova
Burgas Free University, Bulgaria*

Background and rationale

The acquisition of in-depth knowledge about problem solving and the formation of decision-making skills are of great importance for the social adaptation and interpersonal communication of adolescents. Knowledge and skills on the subject are related to the development of social competence and the emotional intelligence of students, to the increase of their self-efficacy in various life situations, and the development of positive aspects of self-image and realistically high self-esteem. The topic is related to other aspects of adaptive psychosocial functioning such as high achievement motivation, happiness, and life satisfaction.

Key topics

Definitions, problem-solving cycle, types of problems, types of heuristics, the role of insight in problem-solving and types of insight, barriers to problem-solving, the role of expertise and creativity in problem-solving, and neuropsychological processes in problem-solving.

Learning objectives

At the end of this module students should be able:

- To use definitions and correctly identify problem situations.
- To differentiate the types of problems (well or poorly defined).
- To use in practice the cycle of solving problem situations.
- To use adequately the types of mental shortcuts for solving problems (heuristics).
- To increase the level of self-reflection of students regarding the role and types of insight in the cycle of solving problem situations, as well as the obstacles to reaching solutions in this process.
- To understand the role of expert knowledge, neuropsychological processes, and creativity in successfully dealing with real problems.

Pedagogical approaches and activities

Pre-Lesson Activity – at home

- students are asked to watch a video lesson *Problem Solving* available on the YouTube channel *Flipped Methods in Psychology*.
- a pre-class test of closed-type questions was prepared for the students (see Annex).

Feedback from coping with the test items will help students and teachers to plan and work successfully in the classroom to clarify ambiguities regarding concepts, theories, and patterns related to the problem-solving process.

Interaction pattern

During class, the teacher provides an opportunity for students to expand their knowledge of the topic, to achieve a deeper understanding of the information presented in the video, by getting

to know additional literary sources and Internet resources on the topic, presenting the prepared texts through multimedia and holding a group discussion about the difficulties in the group work process (Activity I).

Students will have the opportunity to practice solving a specific problem situation by applying the acquired theoretical knowledge of the problem-solving cycle (Activity II).

Finally, through a group process using the method of promoting creative thinking, brainstorming, students will be able to explore the role of creativity and types of insight in problem-solving (Activity III).

Activity 1. Short presentations creation

Participants: Group of 15 students

Duration: 90 minutes

Description of the activities:

The teacher divides the group into small groups of 5 participants each. Each group has to create a short, 10-minute, multimedia presentation using additional literature and open-access Internet resources on various issues under the topic presented in the video, such as the problem-solving cycle, types of heuristics and their role in solving problem situations, and the role of creative thinking in the search for innovative solutions.

After the group work is completed, the students from each group share the finished multimedia presentations with the others. A brief discussion follows regarding the difficulties and their overcoming in working together on the task

Activity 2. Solving a problem situation

Participants: Group of 15 students

Duration: 60 minutes

Materials: a flip chart, white flip-chart sheets and markers

Description of the activities:

The teacher divides the group of students into three small groups of 5 participants each and provides each group with a problem situation (see Pfeiffer, 1991; Pfeiffer & Jones, 1974) to solve it by applying the problem-solving cycle. Each group describes their work on the individual steps of solving the problem situation on a flipchart sheet and at the end of the exercise presents their solution and the process of reaching it.

Activity 3. Creative problem solving

Participants: Group of 15 students

Duration: 60 minutes

Description of activities:

The teacher selects a problem situation (see Pfeiffer, 1991; Pfeiffer & Jones, 1974), and presents it to a group of students - to explore the role of creativity and the types of insight in problem-solving. He/she delivers a short presentation of the method of stimulating creative thinking (Brainstorming) and encourages the group to start working on the given task by applying this method. At the end of the exercise, a discussion is held to share the personal experiences of the

participants and the results of the exploration of the role of creativity and insight in solving problems.

After the lesson - Testing

After completing the work in class, the lecturer offers the students to complete a post-test (see Annex), processes the results, and provides those who have completed the test with feedback on the level of knowledge they have acquired on the subject of problem-solving.

Notes to the lecturer

The teacher prepares problem situations and materials (flip charts, white sheets of paper and markers) for class work in advance. Students have to bring the necessary computer and presentation equipment to prepare and share multimedia presentations. The teacher must be willing to refer students to appropriate literature and other resources available on the Internet on the topic of the lecture.

Further readings

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Topic 3: Theory of Mind

*Dr. Eleonora Papaleontiou-Louca
European University Cyprus*

Background and rationale

In order to engage in human interaction, to anticipate the behaviours of others, to understand their intentions, beliefs and desires, to interpret their actions, each one of us is based on a 'common-sense' psychology that allows us to attribute situations in ourselves and others (Natassa Kyriakopoulou, 2012). 'Theory of Mind' is the ability that enables a person to attribute mental states (e.g., beliefs, wishes, feelings, plans, perceptions, intentions, expectations, wishes, etc.) to oneself and others, in order to interpret behaviour (Premack & Woodruff, 1978). Theory of Mind is also, the understanding one has of the mental states of oneself and others. Theory of Mind is the understanding one has of the mental states of oneself and others.

Psychosocial development and improvement largely depend on the development of 'Theory of Mind' in children, which makes them less stubborn and egocentric, and more cooperative, as they can more easily see and understand each other's point of view.

What would happen if there was no Theory of Mind? "Imagine a hypothetical being who knows nothing about the mind... The social world, the world of oneself and others would be an empty space for this being.... S/he could see and hear other people, but s/he would know nothing about the mental states that direct people's behaviour" (Wellman, 1985, pp.169-170).

Research findings suggest that the mother's use of state mental language also predicted children's later theory of mind understanding (Ruffman et al; 2002). Mother-child interaction characterized by the use of mental state language was positively connected with the child's theory of mind (Youngblade & Dunn, 1995; Hughes & Dunn, 1998). Besides, relationships between maternal use of elaborative discourse about mental states and children's comprehension of mental states are supported by other studies (Ontai & Thompson, 2002; Peterson & Slaughter, 2003).

Moreover, the child's use of mental language in conversations with siblings and friends at 47 months of age was correlated with performance in false-belief tasks (Brown, et al; 1996). Children who had better performance at 47 months of age in false-belief, deception, and emotion understanding tasks, gave more satisfactory and differentiated reports of the emotions of mother and siblings 7 months later (Dunn & Hughes, 1998). Individual differences in the frequency of mental discourse in fraternal game dyads, observed in children of 3:11 years, correlated with performances assessed 13 months later in false-belief tasks and tasks concerning the understanding of emotions (Hughes & Dunn, 1998). Dunn's research about individual differences in child social competence revealed that at 40 months of age individual differences in social comprehension were associated with family variables, such as participation in talk about feelings and behavioural causality, and cooperative games with siblings, as measured 7 months earlier (Dunn et al; 1991).

Other investigations about pretend play among siblings (Youngblade & Dunn, 1995; Hove et al; 1998) gave value to the hypothesis - supported by studies on the relationships between family size and theory of mind development (Perner et al;1994; Jenkins & Astington, 1996; Lewis et al;1996; Ruffman et al;1998) – those children understand the mind through the intensive interaction with caregivers and siblings. These findings indirectly suggest the importance of the linguistic interaction between child and family for theory of mind development or, in any case, pushing us towards examining in detail the relationship between mental talk in the family and the development of the understanding of the mind.

Key Concepts

Theory-of-Mind, mental states of oneself and of others, understanding people's minds, interpretation of behaviour, social understanding

Learning objectives

At the end of the module, students should be able to

- Define the term 'Theory of Mind'.
- Explain how we can assess Young Children's Theory of Mind by naming 3 assessing tests and describing one of them.
- Give two possible indications for abilities children might possess when they succeed in False-Belief Tests.
- Refer two possible explanations for failure in False - Belief Tests.

Pedagogical Approaches and Activities

Before class, students will be advised to watch a video entitled *Theory of Mind* available at YouTube channel *Flipped Methods in Psychology* to get prepared for the class.

It is very important for them to identify the main aspects of the term *Theory of Mind* and be able to give some examples of this phenomenon in children's everyday life.

Moreover, students will be encouraged to complete a short questionnaire (see the Annex of this guide) in order to check their understanding on the video that they saw.

The instructor will then analyse the results of the responses on this questionnaire, and she/he will present them in class for further discussion.

During class, the instructor assigns students into group of 5 and ask them to choose among five definitions which is better applied to the term *Theory of Mind* and then justify their decision in a discussion with the whole class (Activity 1).

Then, the students are encouraged to invent their own *False – Belief* scenario for preschool children, to present it to the whole class and explain how it is expected to work (Activity 2).

Finally, the students working again in groups are encouraged to identify 2 reasons for young children to succeed in False-Belief tests and 2 reasons for failing in such tests. The findings are presented and discussed with the whole class (Activity 3).

After class, the instructor will ask the students, if they want to, to complete a post-test (see the Annex of this guide). The instructor will evaluate the completed tests both qualitatively and quantitatively to reflect on the lesson.

Interactive activities

Activity 1: Group Discussion on ToM Definition

Aim: To explore students' understanding on the definition of 'Theory of Mind' and its basic components.

Participants: Group of 5 students

Duration: 20 minutes

Tools: Cards with 'ToM' definitions, oral discussions and possibly pen and paper

Description of activity: The instructor assigns students into group of 5 and ask them to choose among five given) definitions which is better applied to the term 'Theory of Mind' and then justify their decision in a discussion with the whole class.

Activity 2: Developing 'False-Belief' scenarios

Aims:

- To ensure students' understanding of the concept and structure of a 'False-Belief' test by asking them to invent their own 'False-Belief' scenarios.
- To encourage students' active participation and promote their creative skills.

Participants: Group of 5 students

Duration: 40 minutes

Tools: Puppets, cups, boxes, and other small items/ / toys

Description of activity: Students are encouraged to work in groups and develop / invent their own 'False – Belief' scenario for preschool children, to present it to the whole class and explain how it is expected to work.

Activity 3: Poster Presentation

Aim: Students to clarify the reasons young children might succeed or fail at False-Belief tasks

Participants: Group of 5 students

Duration: 30 minutes

Tools: Colour Marker, Big Hard (poster-size) papers, blue-tack sticker

Description of activity: Students are working again in groups of 5 and encouraged to identify 2 reasons for young children to succeed in False-Belief tests and 2 reasons for failing in such tests and write them with markers at a poster. The posters are sticked on the walls and the findings are presented and discussed with the whole class.

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Topic 4: Child and Adolescent Mental Health

*Dr. Constantina Demetriou
European University Cyprus*

Background and rationale

Mental Health is a crucial component of the development and health of a child. It is an important characteristic of a child's psychology because good levels of mental health, help him/her to develop a healthy developmental, social, emotional, mental and physical level. Children's and adolescents' mental health is associated with the way they think and feel about themselves and their people around them. When children have good mental health, they are happy, they develop the sense of happiness and satisfaction, they learn easier, they develop healthy relationships with their family and peers, and they cope better their feelings. When children and/or adolescents face problems with their mental health, they become more vulnerable in developing problems with their behaviour and negative feelings such as distress, anxiety, sadness, and anger. The understanding of normal and abnormal behaviours in children and adolescents is directly associated with the understanding of their mental health.

Key topics

mental health, psychopathology, abnormal behaviour, distress, mental resilience, anxiety, assessment, dysfunction, risk factors, protective factors

Learning objectives:

At the end of the module, students should be able to:

- Define mental health and interpret it in the content of child and adolescent quality of life.
- Identify the basic characteristics of child and adolescent mental health.
- Understand the existence of good mental health.
- Gain insight into the mental health problems of children and adolescents.
- Recognize the main criteria of observing an abnormal behaviour.
- Discuss the causes of developing psychopathological behaviours.
- Explore the protective factors of child and adolescent psychopathology.

Pedagogical Approaches and Activities

Before class, students will be advised to watch a video entitled *Child and Adolescent Mental Health* available at YouTube channel *Flipped Methods in Psychology*, to get prepared for the class. It is very important for them to identify the main aspects of this topic and to emphasize on observing and distinguishing normal and abnormal behaviours. Moreover, they will have to be able to describe the risk and protective factors of child and adolescent psychopathology.

Additionally, students will be encouraged to complete a short questionnaire (see the Annex of this guide) in order to check their understanding on the video that they saw.

The lecturer will then analyse the results of the responses on this questionnaire, and she/he will present them in class for further discussion.

During class, the lecturer will start by asking a general question about students' understanding on main definitions. After that, she/he will present the results from the pre-test and discuss them

with students (Activity 1). Additionally, the lecturer will deliver a presentation on the criteria of abnormal behaviour. Parallel to this, she/he will explain the assessment procedure in a clinical session in order to observe abnormalities. Based on this presentation, she/he will ask run Activity 2. Lastly, she/he will deliver another presentation explaining the risk and protective factors of developing or not psychopathological problems in children and adolescents. In this presentation, the lecturer will use tables and matrices in order to show research findings and literature review. Then students will run Activity 3.

After class, the lecturer will ask the students, if they want to, to complete a post-test (see the Annex of this guide). The lecturer will evaluate the completed tests both qualitatively and quantitatively to reflect on the lesson.

Interactive activities

Activity 1: Group Discussion on Definitions

Aim: To explore students' understanding on the definition of mental health and its existence in children and adolescents.

Participants: Group of 4 students

Duration: 20 minutes

Tools: Pen and paper

Description of activity: During this discussion, students will be split into groups of 4 people to discuss their mistakes and suggest the correct answers based on the answers they provided in the pre-test. Thus, they will have the opportunity to work together to accomplish the shared goal which is to correctly answer the questions of the pre-test. The lecturer will then present the results of his/her analyses based on the answers provided in the pre-test. Then all together we will identify and clarify the main points and correct the mistakes they will make.

Activity 2: Identifying a Mental Health Problem in Adolescent – Role Play.

Aim: to examine an adolescent's behaviour based on the characteristics of abnormal behaviour, criteria, and to identify the dysfunctional behaviour. This activity aims to develop and evaluate a real-time clinical role play simulation. Students will have the opportunity to experience an interaction with an adolescent with anxiety, from the position of the psychologist and/or the observer and imitate a real-world clinical session.

Participants: Group of 4 students

Duration: 50 minutes

Tools: Computer, virtual psychotherapeutic lab

Description of activity: In a virtual psychotherapeutic lab, students must use avatars to clinically assess an adolescent with anxiety problems. This is a role play activity. The lecturer will be the adolescent, one student will be the psychologist and the other three students will be the observers. The "psychologist" is response to ask questions (based on the assessment criteria ad characteristics of abnormal behaviour). The observers will watch the session, will then have to observe the adolescent's behaviour, report his/her answers, and decide whether or not there is some form of abnormality. If they decide that there is a problem, then they will have to justify their opinion and state which behaviours describe the problem, the discomfort, the disfunction and the deviation from normal behaviour.

Uses will interact through their avatars, communicating via audio-microphone headsets. A 30-minute session will be conducted in the virtual computer lab, called “psychotherapeutic lab”. The psychologist avatar will start the session aiming to assess dysfunctions, mental state and psychosocial history of the child. The lecturer will act flexibly, following a narrative crib sheet, while the psychologist avatar will drive the development of the session based on the assessment and symptomatology of the anxiety. The observers must write reflective notes on an electronic forum. At the end, there will be a debriefing session where the instructor will facilitate a reflective discussion about the outcomes of this activity.

This activity will give the opportunity to the students to communicate and use some professional skills in order to assess a mental health problem in adolescent. Additionally, students will receive real-time intrinsic feedback through the responses of the adolescent avatar, enabling them to experiment with different strategies and approaching of working with this population.

Activity 3: Card Game – Risk and Protective Factors

Aim: to identify the risk and protective factors of children and adolescent psychopathology.

Participants: All students

Duration: 30 minutes

Tools: Cards, pen and paper

Description of activity: Students are given small cards and they are asked to write on it a key concept of several factors that affect child and adolescent mental health. There “labels” must be based on the factors analysed by the lecturer in the class.

Half of the students will have to write a label which will be referred to one of the four causes of mental health problems. Examples of labels could be: mother with depression, low self-esteem, bad communicating with family members, bullying, etc.

The other half of the class will have to write labels based on the four protective factors of promoting good mental health. Examples of these labels could be: playing happily in a playground, eating balanced diet, trust between peers, etc.

Parallel to students’ cards, the lecturer will have to prepare in advance cards that write the main topics of the four risk and the four protective factors.

Once all cards have been labelled, we will play the game called “Hide and Seek”. We will have to turn over all the cards (prepared by both the lecturer and the student) in order not seeing the labels. One-by-one the student turns over two cards. If the two-cards are matched (meaning the key concept and the topic match together (e.g. trust between peers – social factor) then the student gets one point. If the two-cards are not matched, then the student turns them back and the following student plays. The same procedure will be followed. The game ends when they have turned over all the cards. The student who gains more points wins the game.

This activity relies on the active participation of the students and brings out knowledge on the examples of both risk and protective factors.

Assessment and Recommendations

Recommended types of assessment

- Essay Question
- Audio-visual Presentation

- Written Examination
- Participation in group learning activities

Notes to the Lecturer

Regarding Activity 2, the topic of anxiety above was used as an example. The lecturer has the flexibility to choose any form of mental health problem in children and adolescent and to adjust the activity accordingly. It is very important for the lecturer to drive his/her answers (as the adolescent avatar) in order to clearly show deviation and dysfunction in adolescent's behaviour.

Regarding Activity 3, the lecturer must prepare, prior to the class, the cards with the topics of risk and protective factors. His/her choices should be based on the factors that are analysed both within the video (prior to class) and the lecture (during class).

Further Readings

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Topic 5: Interpersonal Communication

*Piedade Vaz-Rebello, Graça Bidarra, University of Coimbra, Portugal
Melinda Sajgó, Mihai Eminescu Pedagogical High School, Romania*

Background and rationale

Interpersonal communication is an essential aspect of human interaction and plays a vital role in shaping our relationships and experiences. It involves not only the exchange of information, but also the interpretation of that information by both the sender and the receiver. Effective communication requires that the message being sent is accurately decoded by the receiver, and that feedback is provided to ensure mutual understanding.

Communication occurs in diverse contexts, such as the family, school, job, or policy, and can be done face-to-face or using various resources and tools, including social media, email, or telephone. However, despite the availability of these different communication channels, interpersonal communication remains one of the most critical forms of communication.

Interpersonal communication is much more complex than the process described by Shannon and Weaver's model of communication, which posits that the sender encodes and sends a message through a channel to one or more receivers who decode and interpret it, and may give feedback. In reality, there are successive changes between "what I want to say" and "what the other understands," with numerous factors that can affect the communication process, such as the context, the sender's and receiver's characteristics, frames of reference, and experiences.

Verbal communication can be oral or written, and non-verbal communication involves proxemic, kinesthetic, and paralinguistic communication. Proxemic communication considers the way people place themselves in relation to each other and how this can have a communicative function. Kinesthetic communication involves body movements such as waving, gesturing, and jumping, while paralinguistic communication involves intonation, tone of voice, cadence, timbre, among other aspects.

Non-verbal communication is a privileged way to transmit feelings and emotions and accompanies verbal communication while regulating interaction tacitly. It may have a non-conscious or unintentional character, and it's essential to read and interpret it accurately to understand the underlying emotions of the message. For example, facial expressions, body posture, and tone of voice can communicate emotions such as joy, sadness, restlessness, enthusiasm, confidence, and discouragement.

Watzlawick, Bavelas, and Jackson (2011) in *Pragmatics of Human Communication* proposed five axioms to characterize interpersonal communication. Axiom 1 postulates that "One cannot not communicate," meaning that everything we do and say is in some way communication. Even silence is a form of communication. Axiom 2 postulates that communication involves content and form, and the same content can be said differently, which can also give it a different meaning. Axiom 3 posits that each of us always constructs our version of what we observe and experience and, in this way, defines our relationship with other people. Axiom 4 states that when communicating, we use two types of codes. The digital code uses arbitrary signs and submits to the laws of syntax and semantics, while the analogic code uses signals related to what we intend to mean, with all non-verbal behaviour being an example of this type of code. Axiom 5 postulates that communication can be either symmetrical or complementary, depending on the balance of power between the participants.

In conclusion, interpersonal communication is a complex process that involves both verbal and non-verbal elements and is influenced by numerous factors, including the context, the sender

and receiver's characteristics, and the nature of the message being conveyed. Understanding and interpreting non-verbal cues accurately are essential for effective communication and building positive relationships.

Key topics

The module focuses on defining the concept of interpersonal communications, highlighting its complexity, components and types. Verbal and nonverbal communication are characterized as well as the axioms of human communication proposed by Watzlawick, Bavelas, and Jackson (2011).

Learning objectives

At the end of this module students should be able to:

- Characterize the concept of interpersonal communication, different contexts in which takes place and some of the resources and tools used.
- Identify some of the challenges and factors that can affect effective interpersonal communication.
- Give examples of verbal and non-verbal communication
- Describe the concept of proxemic, kinaesthetic, and paralinguistic communication and their importance in non-verbal communication.
- Explain the five axioms proposed by Watzlawick, Bavelas, and Jackson to characterize interpersonal communication and their significance.
- Evaluate the role of communication in the development of relationships.
- Identify strategies for improving interpersonal communication skills and apply them in various contexts

Pedagogical approaches and activities

Pre-Lesson Activity – at home

- Students will be provided with a video lesson entitled *Interpersonal communication*, available at *Flipped Methods in Psychology* YouTube channel.
- Students will complete a pre-test (see Annex)
- The teacher will evaluate the completed tests quantitatively, which will enable her to prepare and schedule the lesson.

Interaction pattern

The teacher implements and manages prepared activities focused on the topic of the lesson. Different activities are proposed, aiming: to familiarise students with the concepts, forms and axioms of communication and to develop their ability to use them consciously in different contexts.

Activity 1. Concept card

Aims: To familiarise students with the concepts presented in the video.

Interaction pattern: Individual work and group discussion

Number of participants: minimum 5

Materials and tools: Cards with words, paper, pencil.

Duration of the activity: 30 minutes but it depends on the number of participants.

Procedure: The concepts presented in the video (in the form of word cards in class) are put into a new context, students are asked to briefly discuss the concept by presenting their own experience, observation, personal example to their peers. The connections between the concepts are illustrated with a mind map, a shared mind map is created to which each student attaches the concept he/she has presented.

Activity 2. Oral Description and Drawing

Aims: To experience the complexity of interpersonal communication and the importance of feedback.

Interaction pattern: Work in pairs

Number of participants: minimum 2

Materials and tools: paper, pencil.

Duration of the activity: 20 minutes but it depends on the number of participants.

Procedure: A student verbally describes a diagram, which is then drawn by a colleague based solely on what they hear, without the possibility of asking questions students can try it out and then discuss their experiences and observations.

Activity 3. Beat the teacher

Aims: to develop critical thinking, evaluating and improving the accuracy of written communication.

Interaction pattern: Work in group

Number of participants: minimum 2

Materials and tools: paper, pencil.

Duration of the activity: 20 minutes but it depends on the number of participants.

Procedure: In a short informative text, students have to find and correct incorrect information, working in small groups.

Activity 4. Create a unique and original product

Aims: To recognize and interpret non-verbal communication and develop skills in emotional intelligence and empathy.

Interaction pattern: Work in group and discussion, simulation,

Number of participants: minimum 2

Materials and tools: depending on the scene developed.

Duration of the activity: 30 minutes but it depends on the number of participants.

Procedure: Students prepare the scenes in small groups and then present it. The peers have to find out what emotion was presented and what form of communication was used in the scene

Activity 5. Tour

Aims: To analyse and synthesize concepts involved in the axioms of human communication and to collaborate with colleagues.

Interaction pattern: Work in group and discussion

Number of participants: minimum 10, in this case students work in pairs.

Materials and tools: paper and pencil.

Duration of the activity: 30 minutes but it depends on the number of participants.

Procedure: Five stops, five axioms for the students. At each stop, a group of 5-6 students should reflect together on one of the axioms of interpersonal communication and then record their thoughts in a coherent text. The next group continues the train of thought written by the previous group. Any mistakes can be corrected. At the end of the tour, a jointly composed text is read at each stop. These will be presented and displayed in the classroom at the end of the lesson.

Post-class activity - after the lesson

- Students complete a test (post-test) (see Annex)
- The teacher evaluates the completed tests both qualitatively and quantitatively to reflect on the lesson.

Assessment & Recommendations

Assessment involves various indicators, including the pre and post-tests, results in the final exam, and teacher notes. In addition, students are asked to complete a questionnaire that focuses on video evaluation.

Assessment should be a holistic process that takes into account various indicators to evaluate student learning and progress.

Furthermore, the use of video evaluation and questionnaires allows students to provide feedback on their learning experience. This feedback can help teachers understand what is working well in the class and identify areas for improvement. By involving students in the assessment process, they are given a voice and are able to contribute to the development of the learning experience.

Further readings

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Topic 6: Causal attributions and outcomes control expectancy

*Graça Bidarra, Piedade Vaz-Rebello, Universidade de Coimbra
Melinda Sajgó, Mihai Eminescu Pedagogical High School, Romania*

Background and rationale

Causal attributions and outcomes control expectancy are socio-cognitive motivational variables that involve information processing in social interactions. Causal attributions are related to how individuals explain the occurrence of certain events and are involved in different achievement contexts, influencing the choice, persistence, and intensity of achievement. Weiner developed attribution theory in achievement contexts, proposing a three-dimensional model of the causes of success and failure at school. The three dimensions are locus of causality, stability, and controllability.

Research has shown that attributing success and failure to different causes can have a significant impact on one's motivation and performance. In general, the most beneficial attributions are those that relate to effort and personal control. For example, if someone attributes their success in a task to their own effort and hard work, they are more likely to feel confident and motivated to continue putting in effort in the future. On the other hand, if someone attributes their success to luck or external factors, they may feel that they have little control over their success and may be less motivated to continue trying in the future. Similarly, if someone attributes their failure to lack of effort, they are more likely to feel motivated to try again and put in more effort in the future. However, if they attribute their failure to lack of ability or external factors beyond their control, they may feel discouraged and may be less likely to try again in the future. Therefore, promoting attributions that focus on effort and personal control can be an effective strategy for fostering motivation and achievement. This can be done through providing feedback that emphasizes effort and progress rather than just outcomes, and by encouraging individuals to take responsibility for their own success and failure.

Outcome control expectancy refers to the belief that one is able to successfully perform the behaviour required to produce a given result. Rotter, Seligman, and Bandura have made significant contributions to understanding the impact of outcomes control expectancy on motivation patterns. Rotter introduced the concept of locus of control, which refers to the beliefs that individuals hold about the degree to which their actions can influence outcomes in their lives. Those who have an internal locus of control believe that they have control over the outcomes in their lives, while those with an external locus of control believe that external factors determine outcomes. The locus of control is related to motivation, as individuals with an internal locus of control tend to have higher motivation levels than those with an external locus of control.

Seligman developed the concept of learned helplessness, which occurs when individuals feel that they have no control over their environment and that their actions do not lead to positive outcomes. This feeling of helplessness can lead to decreased motivation and a lack of effort to change the situation.

Bandura's concept of self-efficacy refers to an individual's belief in their ability to succeed in a particular situation. Individuals with high levels of self-efficacy tend to have higher motivation levels and are more likely to persist in the face of obstacles than those with low self-efficacy. Bandura identified four sources of self-efficacy: personal experiences of success, observation of others who have succeeded in similar situations, verbal persuasion, and emotional activation.

Overall, these concepts highlight the importance of an individual's beliefs about their ability to control outcomes in their lives and how those beliefs impact their motivation levels. By

understanding these concepts, individuals can work to develop more positive and productive motivation patterns, such as focusing on effort rather than natural ability, and building self-efficacy through experiences of success, observation, persuasion, and emotional regulation.

Key topics

The module focuses on defining the concepts of social cognition as causal attributions, outcomes control expectancy and how they are related with motivation patterns in achievement contexts.

Learning objectives

At the end of this module students should be able to:

- understand the process of learning as a social interaction,
- explain the concept of causal attributions and its role in cognitive theories of motivation.
- describe Weiner's three-dimensional model of the causes of success and failure at school and attributional patterns that most favor learning and achievement.
- understand the concept of outcome control expectancy and its importance in motivation and achievement.
- compare and contrast Rotter's locus of control, Seligman's learned helplessness, and Bandura's perceived self-efficacy as theories of outcome control expectancy.
- understand and support with existing experiences that information processing is a subjective perception of control abilities and the functioning of the self in performance situations, determined by a system of personal beliefs.

Pedagogical approaches and activities

Before class: Students will be provided with a video lesson entitled *Causal attributions and outcomes expectancy control* available at the *Flipped Methods in Psychology* YouTube channel.

Students will complete a pre-test called 'Causal attributions and outcomes expectancy control' (see the Annex of this guide). The teacher will evaluate the completed tests quantitatively, which will enable him/her to prepare and schedule the lesson.

During class: The teacher implements and manages prepared activities focused on the topic of the lesson. Different activities are proposed, involving phenomena that students can understand and experience, in order to experience how causal attributions and outcomes control expectancy influence motivation patterns and achievement.

Activity 1. Literature and personal narratives about causal attributions and motivation

Aims: Starting from a simple allegory, a story about an animal, the lesson continues with the exploration of the reasons for our own success and failure stories.

Interaction pattern: Individual work and group discussion

Number of participants: minimum 4

Materials and tools: La Fontaine's The Tortoise and the Hare fable slip of papers or post-it, pencils

Duration of the activity: 20m but it depends on the number of participants.

Procedure: The teacher presents La Fontaine's The Tortoise and the Hare fable, aiming to analyse how causal attributions may influence motivation. The students take on the role of the tortoise or the hare, giving a short monologue in which, they reflect on the reasons for their success or failure in the race. The reasons given are then discussed, distinguishing between external and internal causes.

Taking Heider's idea as a starting point (We must understand and know our environment by looking for the causes of what happens to us), the students recall an event that they experienced as a failure and a success, writing them on small pieces of paper in different colours. On the back of the slip of paper, they mark the factors they can link to the event as causes. They present their stories of failure and success by grouping together those that they attribute to an external cause and those that they believe were triggered by internal factors.

The causes identified are examined in terms of the three dimensions of Weiner's attribution theory. Students are asked to consider the causes of their success story according to the location of causality, stability over time and controllability, and to mark the location of causality in the appropriate box on the table outlined. The four attribution patterns are derived from the table. Using the lessons from the clustering and the accompanying discussion as a basis, students should associate the following four statements to describe the low and high motivational patterns: success depends on our abilities. Success depends on luck. Failure is a lack of effort. Failure is a lack of ability.

Activity 2. Opinion Line game

Aims: The activity aims to identify one's own motivational pattern and to reflect on and evaluate the reasons and experiences behind the motivational pattern.

Number of participants: minimum 4

Materials and tools:

Duration of the activity: 20m

Procedure: Students are asked to take a position on two statements (Success depends on ability. Failure is lack of effort.), positioning themselves between the Yes and No poles according to whether they agree or disagree with the statement. They must justify their position, arguing for or against the statement.

Students write a 5-8 sentence self-characterisation in which they discuss their own motivational patterns, based on success and failure stories and attribution.

Activity 3. The Café method

Aims: The Café method is used to work through three theories (Rotter - locus of control theory, Seligman – learned helplessness, Bandura - perceived self-efficacy).

Number of participants: minimum 12

Duration of the activity: 20m

Procedure: At three tables on large sheets of paper, a brief presentation of the theories is given. At each table, a student awaits "guests", classmates. The basic idea of each theory and the questions that will guide the discussion are discussed in advance by the teacher with the three students. The class is divided into three groups and visits each of the three tables in turn. At each table, the host briefly introduces the theory and then leads a discussion based on the prepared questions. The key words used in the discussion are written on the note paper. When leaving,

each student takes a paper with a brief description of the theory. When all three groups have gone through the tables, the students leading the discussion summarise what was said at each table.

Activity 4. Inducing learned helplessness

Aims: Experiencing how expectations can influence achievement

Number of participants: minimum 4s

Duration of the activity: 15m

Procedure: The teacher proposes an activity to help students understand how expectations can influence achievement. Each student is given a sheet of paper with three anagrams. However, the students are not informed that there are two different exercises. One group of students receives three anagrams that are possible to solve, while the other group receives three anagrams, but the first two are impossible to solve. The students are instructed to begin each task only when the teacher says so, starting with the first task, followed by the second, and finally the third. What happens? The group of students who receive anagrams that are possible to solve are likely to perform better than the group who receive anagrams that are impossible to solve. The latter group may become frustrated and demotivated, leading to a decrease in their overall performance. The order of the tasks may also affect the students' performance. Students who receive the impossible anagrams first may be more likely to give up or become disengaged during the subsequent tasks.

Activity 5. Interview

Number of participants: minimum 2

Materials and tools: slip of papers or post-it, pencils

Duration of the activity: 20 minutes

As a concluding activity, students are asked to formulate 5 questions that help to outline the motivational pattern of a peer. They interview their peers and then write a short characterisation based on the interview material, using the concepts learned in class. They present the characterisations to each other and then discuss in pairs the observations and opinions expressed.

As a result of the classroom activity, the students are provided with support to assess their own learning activities, to mobilise their self-efficacy, to become more open to self-reflection, and to move from a low motivational pattern to a high motivational pattern.

Post-class activity

Students complete a test (post-test) called *Causal attributions and control expectancy* (see Annex of this guide).

Students also a summary of the lesson, including characterizing key-topics, describing what did they learn and suggestions for improvement.

The teacher evaluates the completed tests both qualitatively and quantitatively to reflect on the lesson.

Assessment & Recommendations

Assessment involves various indicators, including the pre and post-tests, summary of the lesson, results in the final exam, and teacher notes. In addition, students are asked to complete a questionnaire that focuses on video evaluation.

Assessment should be a holistic process that takes into account various indicators to evaluate student learning and progress. By involving students in the process, teachers can gain valuable feedback and insights into the effectiveness of the teaching methods and materials used. By incorporating different indicators, the teacher can gain a more comprehensive understanding of each student's learning progress and achievements. The post-test can help to evaluate the effectiveness of the lesson and identify areas where students may require additional support. The summary of the lesson and teacher notes can provide valuable insights into how the class performed and where improvements can be made.

Furthermore, the use of video evaluation and questionnaires allows students to provide feedback on their learning experience. This feedback can help teachers understand what is working well in the class and identify areas for improvement. By involving students in the assessment process, they are given a voice and are able to contribute to the development of the learning experience.

Notes to the lecturer

The teacher can choose the activities that best suit the class, taking into account the available time. The teacher can also use the available time wisely to ensure that students are able to complete the activity within the allotted time frame.

Further readings

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Topic 7: General Intellectual Ability – Intelligence

*Anita Tóth-Bakos, Tímea Mészáros, Attila Mészáros
J. Selye University, Slovakia*

Background and rationale

The concept of intelligence is a key term in psychological disciplines, which refers to the mental level, rational capacity, cleverness, acumen. From this perspective, a proper understanding of the term, understanding what it means to "be intelligent" is of utmost importance in understanding other concepts, functions and processes of cognition. The concept is closely related to other basic concepts of general psychology and also other applied psychological disciplines, such as the concept of learning, thinking, reasoning, problem solving, creativity, or the concept of emotional intelligence.

Key topics

The module focuses on defining the concepts of intelligence, intelligence quotient, describes models of intelligence and possible ways of measuring intelligence.

Learning objectives

At the end of this module

- Students will be able to correctly define and understand the concept of intelligence and intelligence quotient.
- Students will be able to identify the degrees of mental capacity.
- Students will be able to guided through the different models of intelligence and the different types of intelligence according to several authors (such as Binet, Spearman, Cattell, Gardner).
- Students will be familiar with several specific intelligence tests.

Pedagogical approaches and activities

Pre-class activity - at home:

Students will be provided with a video lesson entitled *General intellectual ability - intelligence*, available at YouTube channel *Flipped Methods in Psychology*.

Students are invited to complete a pre-test called *General intellectual ability - intelligence*, see the Annex of this guide.

The teacher will evaluate the completed tests both quantitatively and qualitatively, which will enable him/her to prepare and schedule the lesson.

In-class activity

The teacher implements and manages prepared activities focused on the topic of the lesson.

Activity 1: Discussion on intelligence

The discussion focuses on the key question of understanding intelligence, whether there is one intelligence or whether there are several different independent types of intelligence.

Focus: The activity focuses on discussion, argumentation, and mutual persuasions. A correct, detailed and multifaceted overview of the topic of intelligence and the different understandings, models of intelligence is extremely important for formulating arguments and leading a discussion. Furthermore, the way in which group members work together, communicate, support each other, resolve conflicts, react to different or opposing views is of key importance.

Aims: The main objective of the activity is for the participants to acquire a deeper knowledge of the topic through argumentation and formulation of opinions, further to be able to confront diverse information and opinions on the basis of correct knowledge. Another objective of the activity is for participants to understand and to be familiar with the basic principles and process of debate and discussion.

Interactional pattern: group work

Number of participants: min. 4

Materials, tools: none, possibly paper and pen to record notes, it may help the work if we make space for groups in the classroom

Duration of the activity: min. 30 minutes (the duration of each phase is 5 min, the rest of the time for the initial instructions and the conclusion of the activity)

Procedure: The lecturer divides the participants into two groups, the division can be random or systematic based on a certain rule, it is important that the groups have the same number of members. The groups will appoint one speaker who will communicate on behalf of the group. The groups will be given or drawn a topic or position in the discussion, that is, whether to focus on the possibility of single or multiple intelligences, that is, that there is only one intelligence or that there are several independent types of intelligence. The group discusses their assigned position, formulates arguments, possible reasoning for their own position. In the next phase of the activity, the speakers of the two groups, on behalf of the opinion and arguments of the whole group, try to convince and influence each other, try to assert their own point of view. The other group members cannot participate loudly in the communication at this stage, but they can formulate and make note of other, new arguments. The next phase of the activity allows the groups to discuss the topic further, supporting the speaker with new arguments. In the penultimate phase, the speakers have one more opportunity to persuade the other. The final phase of the activity focuses on ending the discussion together in order to release any tension and formulate a common view on the main issue of the discussion that suits both groups.

In this activity the lecturer plays the role of moderator, facilitator. He/she manages the course of the activity, supports the work of the groups, manages the time duration of each phase of the activity based on a predetermined time limit. In the phases of group work, he/she supports the group or suggests points of support and possibilities of argumentation, in the phases of persuasion, he/she manages the communication of the speakers, if necessary, reminding the other members of the groups of the possibility of noting down the added ideas, arguments, suggestions. The key moment of the activity is the last, the release phase, when the lecturer has to moderate the communication of all participants in order to balance and establish a common view on the topic of discussion.

The activity gives the opportunity for flexible variation and change of conditions and rules - e.g., formulating the discussion question, changing the time duration, defining multiple groups, the possibility of changing the person of the speaker during the activity, or defining multiple speakers in the group.

Activity 2: Known personalities with high IQ

As was mentioned in the introduction of the video, we know several personalities in human history with extraordinary abilities, with a significantly high degree of intellect, or geniuses.

Focus: The activity focuses on searching for and collecting personalities, famous people in the past or present who exemplify extraordinary IQ by their performance, achievement or significant activity.

Aims: The aim of the activity is to highlight the importance of IQ and to focus attention on the possibilities of application of extraordinary, above average IQ. The activity requires the ability to search for relevant sources of information, then to correctly evaluate the person's achievements and activities in terms of mental capacity.

Interactional pattern: individual work and group work

Number of participants: min. 1

Materials, tools: paper, pen, as a source for searching information we can suggest aids according to possibilities (mobile devices, tablets, laptops, computers)

Duration of the activity: min. 10-15 min. (if we set 10 minutes for individual work, the duration of the whole activity, including presentations and conclusion, depends on the number of participants)

Procedure: The lecturer will challenge participants to do their own research to find at least three well-known personalities with above-average IQ. Criteria for selection: the person exemplifies extraordinary intellectual ability, above average IQ, is considered exceptionally intelligent, or a genius by his/her work, accomplishments, or activities; the place and time of the activity is not specified (at home or abroad, past or present). Participants may use accessible ICT facilities during the research work. At the end of the individual work, the participants present their results, names and significant personality achievements to each other. At the end, the participants can evaluate their results, highlight repeated names, personalities, or define a common list.

For this activity, the lecturer is the moderator of the activity, giving an initial example to inspire the members. He/she manages the activity, monitors the time duration of the students' own activity and moderates the presentation of the results. At the end of the activity, he/she determines the conditions, the criteria for the common list of participants, or sets a limit on the number of people on the list.

The activity gives the possibility for flexible variation and change of conditions and rules - e.g. field of activity, nationality, historical period, number of persons to be found. Furthermore, the method of presentation or the compilation of a common list can be varied - in this case the extent of the list or the determination of the ordering rules can be varied.

Post-class activity

Students complete a test (post-test) called *General intellectual ability - intelligence* (see the Annex of this guide). The teacher evaluates the completed tests both qualitatively and quantitatively to reflect on the lesson.

For the conclusion and summary of the topic with the aim of reflection and providing feedback, it is useful to propose a task, a less formal activity in the spirit of creative work.

Activity: Notice board on the topic of IQ

At the end of the course, participants are recommended to create a notice board on the topic of IQ. The conditions and rules of creation can vary flexibly based on the possibilities. The main criterion is, first of all, the correctness and relevance of the information provided on the notice board, and further, that the notice board provides a comprehensive overview of the topic and contains all the basic and necessary information on the topic listed in the curriculum and in the video. Furthermore, it is important that all participants of the course or lesson cooperate in creating the notice board, so that the final product is the result of the group's mutual cooperation. The criteria for the formal arrangement of the notice board can also be flexibly adapted to the possibilities – the notice board can be a classic wall form or created through an online application (for example, free web applications Padlet, Spiderscribe, CorkBoard, Lino, Popplet).

In this activity, the teacher has a management role, within which he determines the criteria for creating the notice board adapted to the current conditions and circumstances (time duration of the activity, form, basis of the bulletin board – an empty bulletin board or the surface of a web application, makes available the materials for content creation, etc.)

Notes to the lecturer

With the aim of supplementing knowledge with other relevant information or points of interest, it is possible to recommend the following videos:

Comparison: *You At Different IQ Levels* (available at *Infinite Comparison* YouTube Channel) and *Is IQ Important or Insignificant? Is there any purpose to knowing your IQ score?* (available at *Dr. Todd Grande* YouTube Channel)

Possibly in connection with Activity 2 mentioned above for inspiration, we can recommend or implement the following video materials at the end of the activity:

Comparison: *History's Smartest People* (available at *WatchData* YouTube Channel)

Further readings

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Topic 8: Multiple intelligences

*Anita Tóth-Bakos, Tímea Mészáros, Attila Mészáros
J. Selye University, Slovakia*

Background and rationale

One of the key questions of general intelligence is whether there is one intelligence, such as the general mental level of an individual, or whether there are several different types of intelligence. According to the first understanding, a person has a single intelligence; its level implies largely uniform performance in all areas. According to the multiple intelligence model, there are multiple types of intelligence, and these types of intelligence exist independently and may function interdependently or individually. According to H. Gardner and his model, there are up to eight different autonomous cognitive capacities. Based on Gardner's model, we can consider human intelligence as an individual intelligence profile that influences, among other things, an individual's performance, thinking, learning and problem solving. Gardner's model can therefore be applied extensively in educational practice, in educational psychology, in the field of learning and cognitive styles, or even in career counselling; furthermore, it can be especially useful in the discovery of giftedness and talent.

Key topics

The module focuses on Howard Gardner's model of multiple intelligences, in particular the characteristics of the model's eight types of intelligence, namely: linguistic-verbal intelligence, physical-kinaesthetic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence.

Learning objectives

- Students will be able to correctly define and understand the concept of multiple intelligence model.
- Students will be able to navigate the different models of multiple intelligences.
- Students will be able to navigate H. Gardner's model of multiple intelligences.
- Students will be familiar with H. Gardner's eight types of intelligence.
- Students will understand the importance of the intelligence profile as it relates to educational practice.

Pedagogical approaches and activities

Pre-class activity - at home

Students will be provided with a video lesson entitled *Multiply intelligences*, available at YouTube channel *Flipped Methods in Psychology*.

Students are invited to complete a pre-test called *Multiply intelligence*, see the Annex of this guide.

The teacher will evaluate the completed tests both quantitatively and qualitatively, which will enable him/her to prepare and schedule the lesson.

In-class activity

The teacher implements and manages prepared activities focused on the topic of the lesson.

Activity: Professions by types of intelligence

Career choice and career guidance are closely linked to an individual's intelligence profile.

Focus: The activity focuses on collecting as many professions as possible for each intelligence type of Gardner's multiple intelligence model.

Aims: The main goal of the activity is for participants to become aware of the diversity of intelligence and the different types of intelligences of Gardner's multiple understandings of intelligence. To choose the right profession, it is necessary to understand and master the nature of the different types of intelligence. Further, it is important to know as many as possible, the widest list of occupations for a rich selection.

Interactional pattern: group work

Number of participants: min. 4

Materials, tools: stopwatch for measuring time

Duration of the activity: min. 10 min., if for each type of intelligence, we determine 1 min.

Procedure: The teacher explains the activity to the participants: the group is asked to list aloud as many as possible the correct occupations for each type of intelligence listed and characterized in the lesson. During the designated time interval there must be no silence in the classroom, the naming must be continuous for one minute. Thus, at least one of the participants must speak at a time and they must pay attention to the continuity. First of all, the participants need to know as many occupations as possible and to be able to make the correct assignments to the different types of intelligences. Next, cooperation and keeping attention is needed so that someone is always able to continue the sequence of appointments. It is important to create the right dynamics of the game so that participants do not shout at once but watch for the opportunity when it is right to speak up. Care should also be taken to ensure that the occupations are not repeated.

In this activity the teacher plays the role of moderator, facilitator. He/she manages the progress of the activity, makes sure that no IQ type is missed, keeps track of the time in each round and adjusts the list if the occupations are repeated or do not fit the IQ type. During the activity there will naturally be occasional silences when participants do not have an idea, a suggestion, in these moments he/she can help, inspire the participants. Naturally the opposite can also occur, when more participants speak up at the same time, in these cases he can manage that participant speak up gradually.

The activity gives the opportunity for flexible variation and change of conditions and rules - e.g., changing the time duration for each type, or can also specify a set of multiple intelligence types at once.

Activity: Self-reflection vs. intelligence test, intelligence profile results

Topic: Evaluating and confronting one's own intelligence profile with the results of an available comprehensive intelligence test.

Focus: The activity focuses on getting to know your own intelligence profile. Our self-assessment may or may not be in harmony with the results of an official IQ test. In this sense, these experiences can help when choosing a school, a profile or a profession.

Aims: The aim of the activity is to draw attention to the importance of one's own intelligence profile, to the strengths and weaknesses of abilities that are crucial in shaping our future.

Interactional pattern: individual work

Number of participants: min. 1

Materials, tools: paper, pen, complex intelligence test for each participant

Duration of the activity: min. 3 hours - the activity can also be divided into several parts, in one part we can focus on the self-assessment process and in the other parts on completing the intelligence test (since it takes at least 1.5 hours to complete the complex intelligence test, we can complete the individual subtests in several phases)

Procedure: The teacher will ask the participants to write down on a paper all 8 types of IQ according to Gardner's model. Participants are then asked to comment on each type separately, based on their self-assessment of what their strengths are, what their weaknesses are, which types they rate as their profile types, and which they prefer less or not at all. It is also important to draw participants' attention to giving reasons why or on what basis they rate their own profile, performance as a strength or weakness. In the next phase of the activity, the teacher hands out IQ tests to the participants and each participant completes the test. The teacher evaluates the tests (or asks for help from a competent expert) and shares the results with the participants individually. In the final phase of the activity, participants compare the results of their own self-assessment with the results of the tests and note the correspondences and differences in the two assessments.

In this activity the teacher plays the role of moderator, facilitator. First of all, he/she moderates the self-assessment process and the completion of the IQ tests. Subsequently, he plays an important role in the comparison process, where he/she has the task of drawing the attention of the participants to the creation of a correct, realistic intelligence profile that corresponds to the real results and is not the result of a distorted self-image of the participants.

Post-class activity

Students complete a test (post-test) called *Multiply intelligences*, see the Annex of this guide. The teacher evaluates the completed tests both qualitatively and quantitatively to reflect on the lesson.

For the conclusion and summary of the topic with the aim of reflection and providing feedback, it is useful to propose a task, a less formal activity in the spirit of creative work.

Activity: TV news, announcements, commercials on the topic of Gardner's multiple intelligence model

As a conclusion of the course, the participants are recommended collectively or individually to prepare various reports, information, news, trailers, promotional commercials on the topic of intelligence profile, types of intelligences, multiple intelligences model, the importance of intelligence profile in choosing the right profession or direction of study.

In this activity, the teacher has a controlling role in which he/she determines the criteria or conditions of the activity - television or radio news or advertisements, or texts for a magazine, the form or method of recording based on the given technical equipment (video recordings, audio recordings, edited text files, etc.). Furthermore, the teacher may also determine how the produced news and advertisements are shared based on the conditions and possibilities -

participants may create and share their own TV or radio programmes or an issue of their own magazine.

Notes to the lecturer

With the aim of supplementing knowledge with other relevant information or points of interest, it is possible to recommend the following video materials:

- *Gardner's Theory of Multiple Intelligences*, available at *PHILO-notes* YouTube channel
- *Learning Styles & Multiple Intelligences: Theory Integration*, available at *Teachings in Education* YouTube channel
- *Gardner's Multiple Intelligences Theory*, available at *Josie Bormann* YouTube channel

Alternatively, in the context of Activity 2 above, we can recommend for inspiration the following resources:

- <https://www.idrlabs.com/multiple-intelligences/test.php>
- <https://alis.alberta.ca/careerinsite/know-yourself/multiple-intelligences-quiz/>
- <https://www.literacynet.org/mi/assessment/findyourstrengths.html>,
- <https://personalitymax.com/multiple-intelligences-test/>

Further readings

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Topic 9: The Context of Family: Relationships, Communication & Functioning

*Dr. Constantina Demetriou
European University Cyprus*

Background and rationale

Family is a fundamental social group which boost confidence and makes people feel loved. It is a group of two or more people who are related by birth, marriage or adoption and they all live together. All family members share an emotional bond and similar values. Family plays a crucial role in providing stability and support to its members. it is a source of care, emotional connection, and socialization. Based on these aspects, the existence of strong family relationships becomes necessary. Good family relationships are positively related to the sense of security and trust. On the other hand, problematic family relationships are related to high levels of anxiety, conflicts, and problems in mental health. Additionally, family communication must be based on mutual respect. Active communication positively impacts children's and parents' wellbeing, whereas conflicts results on a dysfunctional family. Finally, family functioning impacts the way family members, both parents and children, perceive themselves, other and the world, affects their relationships and behaviours and impact their mental health and wellbeing.

Key topics

Immediate family, extended family, family environment, family relationships, family communication, conflicts, family functioning, children mental health, children's wellbeing, parents' wellbeing.

Learning objectives

At the end of the module, students should be able to:

- Understand what family is, and its importance as a social group.
- Describe the types of family and explain the family life circle.
- Gain insight into the importance of strong family relationships and their relation with trust and security.
- Explain how bad family relationship can impact on children's and parent's wellbeing.
- Recognize the role of family communication in the family member's lives.
- Discuss the role of conflicts in family environment.
- Identify the characteristics of functional and dysfunctional families.

Pedagogical Approaches and Activities

Before class, students will be advised to watch a video entitled *The Context of Family: Relationships, Communication and Functioning* (available at YouTube channel *Flipped Methods in Psychology*), to get prepared for the class. It is very important for them to identify the main aspects of this topic and to emphasize on clarifying what is the concept, types and dynamics of the family and what the concepts of family relationships, family communication and family functioning are referred to.

Additionally, students will be encouraged to complete a short questionnaire (see the Annex of this guide) in order to check their understanding on the video that they saw.

The lecturer will then analyse the results of the responses on this questionnaire, and she/he will present them in class for further discussion.

During class, the lecturer will start by asking a general question about students' understanding on main definitions. After that, she/he will present the results from the pre-test and discuss them with students (Activity 1). Additionally, the lecturer will deliver a presentation on family relationships. She/he will provide how these relationships impact the family environment and contribute to the development of child's behaviour. Based on this presentation, she/he will ask the students to rely on their imagination and provide examples of how they understand these relationships in real family structure (Activity 2). Lastly, she/he will discuss the concept of communication and functioning. Examples of functional and dysfunctional families will be explained. Then students will be asked to implement an active participation and cooperation in order to understand the main characteristics of a functional family (Activity 3).

After class, the lecturer will ask the students to complete a post-test (see the Annex of this guide). The lecturer will evaluate the completed tests both qualitatively and quantitatively to reflect on the lesson.

Interactive activities

Activity 1: Group Discussion on Definitions

Aim: To explore students' understanding in the three main categories of this topic (relationship, communication, functioning).

Participants: Group of 4 students

Duration: 20 minutes

Tools: Pen and paper

Description of activity: During this discussion, students will be split into groups of 3-4 people to discuss their mistakes and suggest the correct answers based on the answers they provided in the pre-test. Thus, they will have the opportunity to work together to accomplish the shared goal which is to correctly answer the questions of the pre-test. At the end, each group will have to come up with a final decision of the correct answer. Then all together we will identify and clarify the main points of the definitions around the topic of family.

Activity 2: Card Game

Aim: to understand the types of family and its impact in each family member.

Participants: Each student works independently

Duration: 20 minutes

Tools: Card, colours, pen and paper

Description of activity: The lecturer shows to the students several cards of houses and apartments. The student will then choose a picture which for him/her evokes the atmosphere of a home. Then they will have to draw a modified version of the house of the card and add all the family members that will in there. They are asked to think out of the box and to imagine not only traditional but also modern families. Additionally, they will have to three characteristics for each family member and write them next to each figure.

The last part of this activity in to write in a paragraph how the characteristics of each member impact, and influence, either positively or negatively, the rest members of the family.

When everyone finishes the task, students will have to group the families they create. For any addition in a group, the student will have to justify his/her choice of inserting his creation in that specific group.

Based on the types of families created, and based on the dynamics they described on the family member's characteristics, students will have the opportunity to discuss any questions about the types of family and to clarify any uncertainties. Students will give their opinions on each other's proposals, will ask questions to try to understand their colleagues' choice, and will make suggestions for grouping.

Activity 3: Cooperative Game

Aim: to introduce the dynamics of the family, roles, relationships, hierarchy and communication.

Participants: Groups of six students

Duration: 30 minutes

Tools: Puzzle

Description of activity: The concept of this activity is to puzzles of houses without using words to communicate. Each group member is given randomly three pieces of the puzzles. There will be 18 pieces in total that should be matched to create three puzzles. To complete the whole house, they will have to borrow pieces from the other members of the group. The group which will complete first the three houses win the game.

Without discussing a strategy beforehand, the task begins. A group member's role is to observe his/her peers: how they communicate, who takes what role, who takes control, how the peers receive the leader's messages, actions, etc. Once a team finish, the game is stopped. Each team reports on their experience: what feelings and thoughts they had during the task requiring cooperation. Observers report their observations using the following key words: roles, relationships, hierarchy, communication during the task.

After these discussions, students work again in their groups and they have to list 2 difficulties and 2 positive strategies that they experienced regarding their rules, their communication and the hierarchy. Key words are summarised and counterexamples are listed to outline the characteristics of the functional and dysfunctional family.

Notes to the lecturer

It is important for the lecturer to find in advance the cards for Activity 1 and the puzzles for Activity 2. She/he can easily prepare them by printing some pictures of houses and by cutting them in pieces.

Attention should be given to the way the discussions are developed in Activity 3. It is important that the lecturer take a leading role so and direct them in a way that the strategies and difficulties could be grouped according to the main points of functioning and communication.

Further Readings

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Topic 10: Emotions

*István Zsigmond, Károli Gáspár University of the Reformed Church in Hungary
Melinda Sajgó, Mihai Eminescu Pedagogical High School, Romania*

Background and rationale

Emotions are complex psychological and physiological states that are characterized by subjective feelings, physiological changes, and behavioural responses. They are often triggered by external or internal stimuli, and they play an important role in regulating our behaviour and responding to the environment

The topic of emotions is important for several reasons:

- **Human Experience:** Emotions are a fundamental aspect of the human experience, and they play a critical role in shaping our thoughts, behaviors, and interactions with others.
- **Mental Health:** Emotions are closely linked to mental health, and understanding and managing our emotions can help us to improve our overall well-being and reduce the risk of developing mental health issues such as anxiety and depression.
- **Relationships:** Emotions play a key role in our relationships with others. Being able to understand and express emotions can help us to communicate effectively, build stronger connections, and resolve conflicts.
- **Decision Making:** Emotions can influence the decisions we make, both positively and negatively. By understanding our emotions, we can make more informed and rational decisions, and avoid making impulsive or harmful choices.
- **Professional Success:** Emotions can also impact our professional success. People who are emotionally intelligent are often better able to navigate workplace dynamics, build strong teams, and communicate effectively with colleagues and clients.

Overall, the topic of emotions is important because it affects many aspects of our lives, from our personal well-being to our relationships and professional success. By learning more about emotions, we can develop the skills we need to better understand and manage them, leading to happier, healthier, and more fulfilling lives.

Key topics

the components of emotions, theories of emotions, the source and role of emotions, expressing emotions, the basic emotions, emotional intelligence

Learning objectives

- **Understanding the nature of emotions:** This includes learning about the different types of emotions, their functions, and how they are experienced and expressed.
- **Understanding the role of emotions in cognition and behaviour:** Emotions can influence the way we think and behave, so it's important to understand how they interact with other cognitive and behavioural processes.
- **Developing emotional intelligence:** Emotional intelligence is the ability to understand and manage one's own emotions, as well as to recognize and respond to the emotions of others. Developing emotional intelligence is a key learning objective when studying emotions.

- Understanding the impact of emotions on mental health: Emotions are closely linked to mental health, so it's important to learn about the potential risks associated with emotional dysregulation, as well as strategies for promoting emotional well-being.
- Applying knowledge of emotions in real-world settings: Finally, it's important to apply knowledge of emotions in real-world settings, such as in personal relationships, the workplace, and other social situations. This may involve practicing skills like active listening, empathy, and conflict resolution.

Pedagogical approaches and activities

Before class: in order to help students, prepare for in-class activities and maximize the time spent in class, ask them to watch the *Emotions* instructional video on the *Flipped Methods in Psychology* YouTube channel. Students are invited to complete a pre-test – use the pre-test from the Annex as a starting point. Test results will give an approximate idea on what difficulties has faced students in understanding the topic, so class activities should focus on difficult concepts.

In class, for a better understanding of the topic, we propose some interactive activities.

Interpreting photos

Prepare some photos from sport events, when contenders are winning, failing or are in some other emotionally saturated situation. Make groups of 3-4 students. Each group are invited to have a 5 minutes discussion on questions like what emotion is reflected in the facial expression of the person captured in the photo? Each group can present some alternative names of the emotional expressions, and explain the difference between similar emotional expressions.

How are you? Working with emotional cards

Prepares several (50-80) cards with emotional expressions. Invite each student to choose one card to which she can relate herself as the one which express her current or a recent emotional state in the closest way. The chosen card is placed on a wall containing the six basic emotions. The placement should be such that the student's card is placed next to the card that expresses the same emotion. The learner should describe the context in which the selected emotion was experienced, the life situation in which the emotion occurred.

Short lectures

Prepare six cards with the following topic titles: 1. The concept of emotion, its components, 2. William James and Carl Lange's theory of emotion, 3. Walter Cannon and Philip Bard's theory of emotion, 4. Stanley Schachter's theory of emotion, 5. Basic emotions, the repository of emotions.

Students form groups of 4-5 persons, choose a card and then collect information on the chosen topic. They pair up and present their ideas to each other. They can make suggestions and ask each other questions. Based on the information gathered, they give a 2–3-minute presentation using the video tutorial watched before the lesson.

Taking on the "expert mantle", one student presents his or her topic to the class. The students in the class can ask questions. If the student cannot answer, he or she can pass. In this case, a fellow student who has collected information on the same topic will try to answer.

Talking carousel

Each student receives a small card with the basic emotions on one side and the components of the emotion on the other. They pair up and then have to talk for three minutes about a basic emotion of their choice by analysing the basic emotion based on the components of the emotion. If necessary, be prepared with support questions along each component.

When time is up, the outer circle moves on, new pairs are formed.

Assessment & Recommendations

After class, you can use a written test with open questions to assess student's knowledge. It is recommended to use the test from the Annex of this guide as a starting point.

Notes to the lecturer

There are a bunch of resources on the Internet of ready-to-print emotional cards.

Further readings

McLaren, K. (2010). *The language of emotions: What your feelings are trying to tell you: Sounds True.*

Oatley, K. (1992). *Best laid schemes: The psychology of the emotions: Cambridge University Press.*

Oatley, K., Keltner, D., & Jenkins, J. M. (2006). *Understanding emotions: Blackwell publishing.*

Smith, T. W. (2015). *The book of human emotions: An encyclopedia of feeling from anger to wanderlust: Profile books.*

Topic 11: Aggression: Nature, Causes and Control

*Prof. Mariya Aleksieva, PhD; Prof. Milen Baltov, PhD; Assoc. Prof. Krasimira Mineva, PhD;
Assoc. Prof. Veselina Zhecheva, PhD; Assist. Prof. Gergana Kirova
Burgas Free University, Bulgaria*

Background and rationale

Forming correct understandings about aggression and its role in everyday life is important for increasing self-reflection and self-understanding; for the development of self-control on an emotional, cognitive and behavioural level, for adequate release of anger and replacement of aggressive with assertive behaviour; for successfully dealing with everyday frustrations and in situations where we are the subject of aggressive acts; for targeted and effective preventive work to control anger and aggression.

Key topics

Definitions and theories of aggression; frustration-aggression relationship; reasons for the appearance of aggressive manifestations; impact of media aggression on individuals; release of anger and reduction of aggression.

Learning objectives

At the end of this module students should be able to:

- Understand the nature and types of aggression (hostile and instrumental).
- Distinguish between aggressive and non-aggressive patterns of behaviour.
- Orient themselves in the causes and factors leading to aggressive manifestations - neurological and chemical causes, environmental factors, direct provocation, etc.
- Orient themselves in the main theories of aggression: aggression and frustration, the theory of social learning, the theory of unloading aggressive impulses and reaching catharsis, etc.
- Know how to apply methods for reducing aggression - increasing empathy, venting anger and negative emotions, increasing frustration tolerance, etc.

Pedagogical approaches and activities

Pre-Lesson Activity – at home

- Students are asked to watch an educational video material named *Aggression: Nature, Causes and Control* available on the YouTube channel *Flipped Methods in Psychology*
- A test consisting of closed-type questions was prepared for the students (see Annex).

The results of the completed test before the lesson will guide students and teachers to the degree of assimilation of the educational content presented in the video, the deficits and difficulties in understanding the concepts and theories related to the topic, which should be put in the focus of the work in class.

During the lesson “Group Discussion”

During the lesson, students will learn to recognise their own early warning signals of rising tension, anger, and readiness to react aggressively (Activity 1).

They will then have the opportunity to participate in a group discussion and share their experiences from a pre-filled "Anger Diary" containing a detailed description of situations and thoughts related to tension and aggressive readiness (Activity 2) and how they have dealt with their own their frustrations in a one-week period before the discussion through modification of negative thoughts and maladaptive thought patterns (Activity 3).

Finally, students will be invited to participate in group work to develop a short program for the prevention of anger and aggression in school using open-access Internet resources and the brain-storming method (Activity 4).

Activity 1. Recognising the early warning signs of rising tension

Participants: Group of 15 students

Duration: 30 minutes

Description of activity:

Students explore their own early warning signs of rising tension and anger. For this purpose, the teacher provides the following instruction:

“Make a list of your early warning signs and supplement your personal list with any other symptoms that may be present. Then reorder them - starting with the mildest signs of anger and working up to the almost unbearable symptoms.

Write down on the side what you need to do, how you will react and what thoughts would help you deal with these signs and stop the tension from building up, be creative. After working on the list, share your experience with others in the group.”

Activity 2. "Diary of Anger"

Participants: Group of 15 students

Duration: 40 minutes

Description of activity:

We offer the following exercise as homework. During the next training session, in a group discussion, each participant will share how they did their homework and what experience they gained from doing the anger journaling exercise.

Date (time)	Description of the situation	Unlocking thoughts	Emotional arousal Scale: 1-10	Aggressive behavior Scale: 1-10

Activity 3. Reducing frustration by modifying thoughts

Participants: Group of 15 students

Duration: 40 minutes

Description of activity:

The teacher offers the following exercises as homework. It provides participants with the following instruction:

"The purpose of this exercise is to offer an opportunity to practice a more adaptive thinking process by using the 'three-column technique.'" It requires that when you're feeling frustrated, take a break, grab a piece of paper and a pen, divide the page into three columns, and start writing down your negative thoughts in the first column. In the second column, try to recognise harmful thought patterns using the sample patterns given in the table. In the third column, try to reframe your negative thoughts, viewing them from a more positive perspective. Take a look at the example and try to make your own table, entering your usual negative thoughts, thought patterns and try to completely rework them in an adaptive and positive direction “.

After tackling the assigned exercise at home, there is a group discussion in class about the difficulties the students encountered, how they overcame them and what they consider their undisputed success.

Negative thoughts	Mental patterns	Adaptive thoughts
"I'm not doing anything right enough."	Overgeneralisation	"I'm not perfect, but nobody is."
"I'm sloppy and selfish."	Labelling; Personalisation	"I am not selfish and useless. I take care of others, but I need to take care of myself too."
"I knew I shouldn't have trusted them. I just have to do everything myself next time."	Jump to conclusions; "must" statements	"I don't know why they didn't come, but I needed their help, so we're going to have to find a way to not do it all by myself."

Activity 4. Creating a brief program for the prevention of aggression

Participants: Group of 5 students

Duration: 90 minutes

Description of activity:

Group work to create a short training module for the prevention of aggression in school based on the knowledge presented in the training video about reducing aggression. Participants are encouraged to use various Internet resources with ready-made exercises to control anger, increase empathy, develop communication and social skills, etc. The teacher presents a short presentation of the brainstorming method within 5 minutes and offers the group to test it in practice to increase the creativity of the participants and the effectiveness of group work.

Assessment & Recommendations

After completing the work in class, the lecturer offers the students to complete a post-class activity called “Aggression: Nature, Causes and Control- Post-test” (see Annex: Post-test), processes the results and provides those who have completed the test with feedback on the level of knowledge they have acquired on the subject of aggression in human relations.

Notes to the lecturer

The lecturer should print out the worksheets for Exercises 2 and 3, distribute them to group participants, and instruct them on how to complete the homework provided in these exercises at least one week before class work on the topic.

Further readings

Allen, J. J., & Anderson, C. A. (2017). General Aggression Model. In P. Roessler, C. A. Hoffner, & L. van Zoonen (Eds.) *International Encyclopedia of Media Effects*. Wiley-Blackwell. DOI: 10.1002/9781118783764.wbieme0078.

Aronson, E. (2011). *The Social Animal* (11th edition). Worth Publishers.

Aronson, E., Wilson, T., Akert, R., Sommers, S. (2015). *Social Psychology* (9th Edition). Pearson.

Krahé, B. (2021). *The Social Psychology of Aggression* (3rd Edition). Routledge

Topic 12: Motivation

*Prof. Mariya Aleksieva, PhD; Prof. Milen Baltov, PhD; Assoc. Prof. Krasimira Mineva, PhD;
Assoc. Prof. Veselina Zhecheva, PhD; Assist. Prof. Gergana Kirova,
Burgas Free University, Bulgaria*

Background and rationale

What are the things that actually motivate us to act? Throughout history, psychologists have proposed various theories to explain what motivates human behaviour. Motivation is the force that makes people act, react, relate to someone or something in different situations or circumstances in a way that they, themselves, choose. Motivation has a lot to do with desire and ambition, and if these are absent, there is no motivation. Motivation is the desire to achieve a goal combined with the energy to work toward that goal. Motives are relatively stable for a given person. At the same time, motivation is not built only by motives, but is also based upon various external, situational factors: the influence of other people, the influence of the environment, complexity of the performed task, etc.

Key Concepts

- What is motivation?
- Theories of motivation
- Signs for determining motivation
- Motivation - Types of motivation
- Functions of motivation
- Motivational models
- Building a motivational system and personality activity
- Motivation for professional realisation
- Practices for intrinsic motivation

Learning Objectives

The general objective of the lesson is to introduce students to the essence and some of the theories of motivation, the types of motivation and their functions, with ways to build a motivational system in the context of the search for an answer to the question ‘What exactly lies behind motivation and why does it make us act?’ The specifics of the goal are determined by the answer to the question: Where exactly is the division line between forcing ourselves to do something and having the sincere desire to accomplish it? The goal is achieved through specific tasks, directly oriented to the main parameters in which the lesson is presented.

Expected Results

Knowledge, skills and attitudes for students to acquire/form at the end of this module.

- At the KNOWLEDGE level: learners become familiar with the importance of motivation for the future development of the personality; they know and are able to distinguish the types of motivation; they know and apply intrinsic motivation practices and realise the importance of motivating factors related to professional realisation.
- At the SKILLS level: learners are able to distinguish how motivation works in terms of the three main components: activation, persistence and intensity; they are able to

develop schemes related to the main components and to the types of motivation; they can formulate motivational advice and identify potential obstacles to motivation.

- At the RELATIONSHIP level: learners are able to give examples of the types of motivation: intrinsic motivation, positive motivation, negative motivation, social motivation.

Pedagogical approaches and activities

Pre-Lesson Activity - Testing

- students are asked to watch a video lesson *Motivation* available on the *Flipped Methods in Psychology* YouTube channel.
- a test of closed type questions was prepared for the students – *Motivation – Pre-test* (see Annex). The questions are aimed at the most general parameters of the topic, such as: how is motivation defined, main theories, characteristics, needs differentiation, etc.

Activity 1. During the lesson: Activity using the mentimeter.com application

The teacher prepares an introductory activity using the mentimeter.com app. The question is "What associations does the word MOTIVATION evoke?". Each student must propose three associations. The idea is to make a transition from the students' answers to the topic of the lesson related to motivation.

Activity 2. Practice of hexagons

In the content part of the lesson, the practice of hexagons is applied (see diagram). For this purpose, the teacher must prepare a table with 15 key words related to the topic of motivation.

The hexagons are cut out and a term is written in the middle of each.

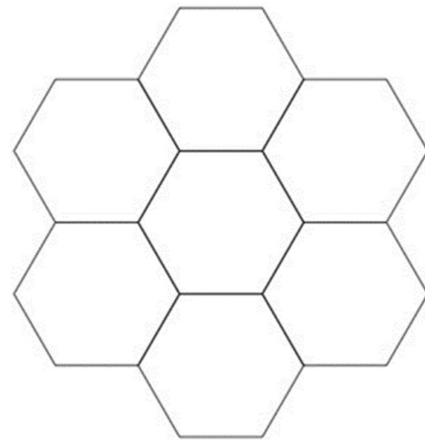
In class the students are divided into groups of 4-5 people and a set of hexagons with terms is distributed to each group.

The task is to touch two hexagons to each other if the team members think that the two terms have something in common.

The teacher should explain that it is not necessary for each of the six sides to have a 'neighbour', but that a hexagon can have a maximum of six connections with others.

The working time is 15-20 minutes. Each of the groups comments and discusses the implementation of the task, so as to create its own unique "honeycomb" of connections. Since the possibilities are thousands, each group will have a different "pie".

Each group then presents their work explaining the decisions that were made.



Example: Terms that can be used:

drives	emotions	influence	action	needs
behaviour	achievements	factors	desire	sustainability
ambition	I direct	success	incentive	status

After the lesson - Testing

The post-lesson activity called *Motivation – Post-test* involves assessing students' knowledge by completing a quiz (see Annex). Unlike the pre-lesson test, in this test all questions are open-ended and their content parameters are oriented towards the contents of the video lesson. The video lesson has been watched by the students independently, and the topic has also been explored on in the classroom.

Interaction model

The organisation of work is:

- face-to-face training during the introductory activities – the mentimeter.com app, setting the topic, dividing into teams;
- group work applying the practice of hexagons (making a "honeycomb" based on key words from the content of the motivation topic);
- Individual work – learners complete the tests and watch the video material at home.

Evaluation and recommendations

Each student receives an individual grade based on the test results before the lesson.

Each team, based on the performance of the task in the classroom, receives a qualitative assessment of their work based on the presentations presented by the individual teams. This creates a competition between the teams in terms of critical thinking and creativity in designing unique "honeycombs".

The teacher must develop his own criteria, adapted to the age and individual characteristics of the students and related to the expected results of the answers to the test after the students have watched the video lesson.

Notes to the lecturer

It is important for the teacher:

- to pay attention to the preliminary preparation for work on the topic.
- Mentimeter.com App Activity Development.
- for the team task - to make a table of terms characteristic for clarifying the nature and role of motivation.
- to prepare the required number of sets to complete the practice of the hexagons.
- to plan the way in which the students will be divided into teams.
- to consider the time needed for work and for presenting the "honeycombs" to the students.

The teacher must prepare short and clear instructions regarding the implementation of the test before the lesson and the test after the video lesson; instructions about the video lesson (what the students should pay attention to).

Further readings

Palichev, I., Motivation and well-being of the individual, Abagar, 2021

Pink, D., Motivation, ed. East-West, 2012

Silverstein, S., The Success Model, Anhira, 2021

Covey, St., The Seven Habits of Highly Effective People, Kibea, 2010

Topic 13: Attachment Theory

*Dr. Constantina Demetriou
European University Cyprus*

Background and rationale

The attachment theory highlights the importance of a child's emotional bond with his/her caregiver. This bond affects child's development throughout lifespan. Particularly, the secure feeling that is developed, helps the child to effectively explore the world and to develop sense of self. In contrast, the disruption, or the loss of this bond, by forming an insecure feeling, can affect a child emotionally and psychologically. All types of attachment have an impact on child's future relationships, on his/her social, emotional and cognitive development.

Key topics

Attachment Theory, Bowlby, Ainsworth, Internal Working Model, Stranger Situation Experiment, Secure Attachment, Insecure Avoidant Attachment, Insecure Ambivalent Attachment, Disorganized Attachment, Availability of Caregiver, Quality of Care, Temperament.

Learning objectives

At the end of the module, students should be able to:

- Understand the main characteristics of attachment.
- Describe the development of the emotional bond between the baby and the caregiver.
- Explain the internal working model.
- Describe the Strange Situation Study and its aim.
- Gain insight into the concept and different types of attachment and its significance for the child's development.
- Discuss the differences on child's and parental behaviours between the four types.
- Discuss the factors that contribute to the development of either secure or insecure attachment.

Pedagogical Approaches and Activities

Before class, students will be advised to watch a video entitled *The Attachment Theory* (available at YouTube channel *Flipped Methods in Psychology*). It is very important for them to identify the main aspects of this topic and to emphasize on clarifying what is an attachment, how it is developed and how it impacts children's life and their relationship with their parents.

Additionally, students will be encouraged to complete a short questionnaire (see the Annex of this guide) in order to check their understanding on the video that they saw.

The lecturer will then analyse the results of the responses on this questionnaire, and she/he will present them in class for further discussion.

During class, the lecturer will start by asking a general question about students' understanding on main definitions. After that, she/he will present the results from the pre-test and discuss them with students (Activity 1). Additionally, the lecturer will deliver a presentation on the Attachment Theory and its stages, by using tables, research findings, and videos. Specifically, the lecturer will give emphasis on attachment styles, and she/he will share some evidence on the attachment relationship between the child and the caregiver, will clarify the principles of

each type and will interpret the differences on the child's and parent's behaviour between attachment styles. Based on this presentation, she/he will ask the students to observe a case study (Activity 2). Lastly, she/he will discuss with students the factors that contribute to the development of each attachment style, by showing some photos and providing examples (Activity 3).

After class, the lecturer will ask the students, if they want to, to complete a post-test (see the Annex of this guide). The lecturer will evaluate the completed tests both qualitatively and quantitatively to reflect on the lesson.

Interactive activities

Activity 1: Group Discussion

Aim: To explore their understanding on the definitions around the topic of "Attachment Theory".

Participants: Groups of 3-4 students.

Duration: 20 minutes

Tools: Pen and paper

Description of activity: During this discussion, students will be split into groups of 3-4 people to discuss their mistakes and suggest the correct answers based on the answers they provided in the pre-test. Thus, they will have the opportunity to work together to accomplish the shared goal which is to correctly answer the questions of the pre-test. At the end, each group will have to come up with a final decision of the correct answer. Then all together we will identify and clarify the main points of the definitions around the topic of attachment.

Activity 2: Group Observation and Discussion

Aim: to observe and identify the attachment style between a child and his mother, and to understand the child's and parent's behaviours that promotes the specific style.

Participants: Groups of 3-4 students.

Duration: 45 minutes

Tools: Pen and paper

Description of activity: The students will watch a short video of a case study of an interaction between the child and his parent. The video shows a child who plays alone and at some point, his mother asks him to play with him. It shows how they interact together, how the child behaves when his mother asks him to discipline, how the mother react when the child behaves a bit aggressively towards her and his toys and what happens when the mother goes to kitchen to cook, when the child leaves alone and what happens in their reunion.

Then students will split again in groups of 4 people. They will have to discuss between them on what they saw on video, and they will have to fill in a table provided to them, asking them to observe and identify the attachment style between him and his mother, the child's behavioural characteristics and the mother's behaviour. In order to come up with final points, they will first have to argue between them about their understanding and critically think on how the put the theoretical information that they receive in practical application. Second, they will have to solve the main problem which is to identify the attachment style. and finally, they will have to find out which behavioural characteristics of both the child and his mother play a role in student's decision.

After this part of the activity, each group will have to present its finding in front of the class. If there are differences between the answers of the groups, they will have to battle between them to convince the rest of each group has the most accurate answer. This must be based on evidence from their observations.

At the end, the lecturer will provide to the students the correct answer and will specify with them all the main points of attachment styles. The main point in this part is for the students to understand how an attachment style is developed and what factors play a crucial role in attachment's format.

Activity 3: Individual search on research paper

Aim: to find a published article on at least one of the three factors that contribute to the development first on the secure and second on the insecure attachment.

Participants: All students

Duration: 20 minutes

Tools: Internet Access, Device (either computer, mobile phone or tablet)

Description of activity: Students will have to search on several online databases (preferably those who refer to psychology journals) and find two articles in total that are referred to a factor that impact on the development of secure and insecure attachment. The lecturer will provide some instructions on how to briefly read the article (for example she/he will tell them to read first the abstract and then the result section and try to identify correlations between attachment and a cause).

At the end of their search, each student will have to state which are the factors and name them in front of the class.

Lastly, the lecturer will share an excel file with all the students, and each of them will have to fill in a table with the details of each article (title, author/s, year of publication, name of the factor, and small description how the factor contribute). Once all the papers will be inserted, the completed excel file will be shared in order to be used as a database for further reading.

Notes for the lecturer

It is important for the lecturer to find in advance the videos that she/he will use as a supplementary material. There is a need for several videos: (1) showing the "Strange Situation" experiment; (2) finding a case study on child – mother interaction. YouTube can be used to find both these videos.

Additionally, it is important to create in advance the table that students are requested to complete in Activity 2. The table must contain three columns: attachment style, child behaviour and parent behaviour. Apart from this table, the lecturer must create a shared excel file that students will enter the articles they will find in Activity 3. Several columns should be made for the name of the article, the author/s, the name of the journal (volume and issue number) and a description of relationship between the factor and the attachment style.

Further Readings

Keenan T., Evans, S. & Crowley K. (2016) *An Introduction to Child Development* Chapter 10: Emotional Development, Section: The development of attachment, pp 259-265.

McKenna, E. (2009). *Cultural Influences on Attachment Behaviours*. Master's Thesis, University of British Columbia, Alberta

Levy, K. N., Ellison, W. D., Scott, L. N., and Bernecker S. L. (2010). Attachment style. *Journal of Clinical Psychology*, 67(2), 193 – 203. doi:10.1002/jclp20756

Topic 14: Encouraging Education

*István Zsigmond, Judit Neszt
Károli Gáspár University of the Reformed Church in Hungary*

Background and rationale

In recent years, there has been an increasing awareness of the importance of understanding the relationship between discipline methods and mental health. It has become clear that discipline practices have a significant impact on students' emotional and psychological well-being, and those disciplinary problems can arise when these practices are not aligned with students' needs. As such, it is crucial for educators and parents to be mindful of the methods they use to discipline their children.

One factor that can contribute to disciplinary problems at school is conflicts of interest. When students feel that their interests and needs are not being taken into account, they may become defiant or oppositional. This can lead to a breakdown in discipline and cause further problems down the line. As such, it is important for educators to be aware of students' individual needs and to work to create an environment that is conducive to their success.

Encouraging education is particularly important in schools because it is the primary institution responsible for providing formal education to young people. Here are some reasons why encouraging education is important in schools:

- **Academic achievement:** Encouraging education helps students achieve academic success. When students are motivated to learn and encouraged to pursue their interests, they are more likely to perform well in their studies.
- **Career readiness:** Education is critical for preparing students for the workforce. Encouraging education helps students develop the skills and knowledge they need to succeed in their future careers.
- **Lifelong learning:** Encouraging education helps foster a love of learning and a desire to continue learning throughout one's life. This is important because the world is constantly changing, and individuals need to be adaptable and continuously learning to succeed in today's society.
- **Socialization:** Encouraging education helps students develop social skills and form connections with their peers. This is important for their overall well-being and future success.
- **Equity:** Encouraging education is essential for promoting equity in education. All students deserve access to high-quality education, regardless of their background or socioeconomic status.

In summary, encouraging education in schools is critical for academic achievement, career readiness, lifelong learning, socialization, and promoting equity in education.

Key topics

Discipline and mental health, the goals of misbehaviours in school, recognition reflex, principles of encouraging education

Learning objectives

At the end of this module students should be able to:

- Understand the relation between discipline methods and mental health

- Understanding the relation between conflicts of interest and disciplinary problems at school
- understanding the causes of students' fear and insecurity
- better understanding of pupils' behavioural motivation in school
- the concept of misbehaviour goals in school - Dreikurs' approach
- understanding the concept of the recognition reflex
- Understanding the concept and principles of encouraging education
- to try out the practical application of encouragement education techniques

Learning activities

Before class: in order to help students, prepare for in-class activities and maximize the time spent in class, ask them to watch the *Encouraging Education* instructional video on the *Flipped Methods in Psychology* YouTube channel. Students are invited to complete a pre-test – use the pre-test from the Annex as a starting point. Test results will give an approximate idea on what difficulties has faced students in understanding the topic, so class activities should focus on difficult concepts.

Interactive activities recommended for classroom work

Interpreting photos

Prepare some photos showing examples of misbehaviour in school settings (like destroying things, littering or fighting). Make groups of 3-4 students. Each group is invited to choose a photo and to have a 5 minutes discussion on questions like what are the possible reasons of the misbehaviour? Each group can present some alternative reasons for the behaviour, and explain the difference between different reasons.

Roundtable

Place students in small groups. Each group member takes a turn sharing their ideas or thoughts regarding the basic ideas regarding encouraging education (as presented in the pre-lecture video) while the rest of the group listens and responds.

Short lectures

Prepare six groups and give each group a description of one of the six principles that can help to give the child a sense of security, as summarized by Edith Nassier. Each group should work out several practical situations where the principle can be applied, they give a 2–3-minute presentation of their ideas.

Taking on the "expert mantle", one student from each group presents their topic to the class. The students in the class can ask questions. If the student cannot answer, he or she can pass. Other students will be invited to share their ideas about the presented topic.

All children need encouragement

The participants are divided in 5 groups. Each group receives a copy of a drawing done by a child. Each drawing has wrong, ugly, elements. The members of the group write down what would

the child say about the drawing. If the language of the group leaders contains criticism the tutor proposes to change those in encouragements.

Questions and answers

Students form pairs. One member of the pair asks a question, the answer to which was in the tutorial video. The other member of the pair answers. If they do not know the answer, the questioner corrects it. They then swap roles.

Assessment & Recommendations

After class, you can use a written test with open questions to assess student's knowledge. It is recommended to use the test from the Annex of this guide as a starting point.

Notes for the lecturer

There are a bunch of resources on the Internet of ready-to-print child drawings.

Further readings

C. Holley, Lynn – Steiner, Sue (2005) SAFE SPACE: STUDENT PERSPECTIVES ON CLASSROOM ENVIRONMENT, *Journal of Social Work Education*, 41(1). pp. 49-64.

Stefanou, Candice R.- Perencevich, Kathleen C.- DiCintio, Matthew- Turner, Julianne C. (2004): Supporting Autonomy in the Classroom . Ways Teachers Encourage Student Decision Making and Ownership. *Educational Psychologist*, 39 (2) pp. 97-110.

Wilens, William W. : Encouraging Reticent Students' Participation in Classroom Discussions .*Social Education* 68(1), pp. 51-56

Topic 15: Nonverbal communication

*Anita Tóth-Bakos, Tímea Mészáros, Attila Mészáros
J. Selye University, Slovakia*

Background and rationale

Communication is a social interaction in which information is passed on consciously or unconsciously. We humans are constantly communicating, even when we are not aware of it, so it is clear that communication is not just oral or written. Therefore, communication can be realized in different ways through communication channels, based on which we distinguish between verbal and nonverbal communication. Verbal communication is called verbal communication using speech. Non-verbal communication includes all manifestations of communication that are unspeakable (non-verbal). According to Professor of Psychology Mehrabian, the importance of nonverbal communication represents up to 55% of communication. Another 38% is tone and voice. Surprisingly, the words are only mild, 7% important. In other words, 93% of the communication is broadcast differently than verbally. "Our whole behaviour is communication" (Gregory Bateson). On the whole, we can say that what we express and feel is more connected to how we communicate non-verbally than to what we say in words.

Key topics

The module focuses on defining the concept of non-verbal communication, then on the characteristics of its components and possible forms.

Learning objectives

At the end of this module:

- Students will be able to correctly define and understand the term nonverbal communication.
- Students will be able to be orientated to the existing components of nonverbal communication.
- Students will be able to be oriented to the various forms of nonverbal communication.
- Students will understand the importance and significance of nonverbal communication.

Pedagogical approaches and activities

Pre-class activity - at home

Students will be provided with a video lesson entitled *Nonverbal communication*, available at YouTube channel *Flipped Methods in Psychology*.

Students are invited to complete a pre-test called *Nonverbal communication*, see the Annex of this guide.

The teacher will evaluate the completed tests both quantitatively and qualitatively, which will enable him/her to prepare and schedule the lesson.

In-class activity

The teacher implements and manages prepared activities focused on the topic of the lesson.

Activity 1: Map of nonverbal communication

Topic: Map of nonverbal communication, a picture of a person, people with the marking of nonverbal channels, forms and components of nonverbal communication.

Focus: The activity focuses on creating a map that aims to illustrate all the possibilities of nonverbal communication. First of all, it is important that the participants know the components, the forms of nonverbal communication and furthermore, that they can visually express it, mark it.

Aims: The main goal of the activity is for participants to become aware, through their own drawing, of the many nonverbal channels and possibilities of how a person can communicate besides verbal communication. A colourful, visual representation of the channels, components, and forms of nonverbal communication can help in expressing themselves and in understanding the communication of others.

Interactional pattern: individual work

Number of participants: min. 2

Materials, tools: paper and coloured pens, pencils

Duration of the activity: min. 5 min. for preparation and min. 5 min. for presentation for each participant

Procedure: The teacher hands out papers, coloured pens and pencils to the participants. Participants draw a simple human figure on the centre of the paper. Then they use different colours to illustrate, represent nonverbal channels, possibilities of nonverbal communication according to their own ideas. It is important that participants try to represent as many possibilities and forms as possible, in which they can also incorporate, illustrate the surrounding environment, other people or objects. After 5 minutes, the participants present the maps they have created in the form of an exhibition in which they show and comment on each other's maps.

In this activity the teacher plays the role of moderator, facilitator. He manages the course of the activity, supports the work of the participants, manages the time duration of the activity. For inspiration, he/she can draw a human figure on the board and illustrate one of the possibilities of nonverbal communication. Further, he/she can highlight less familiar, explicit options.

Activity 2: Nonverbal communication of emotions

Expressing basic emotions - joy, sadness, anger, surprise, fear, disgust through nonverbal communication.

Focus: The activity focuses on possible ways of expressing emotions without using verbal expression. Furthermore, the activity focuses on the correct recognition and understanding of communicated emotions.

Aims: The aim of the activity is to draw attention to the importance of nonverbal communication in expressing and understanding emotions.

Interactional pattern: group work

Number of participants: min. 10

Materials, tools: paper, pen for each group and pre-prepared lists of emotions for each group (it is best if the order of the list of emotions is different for each group)

Duration of the activity: 20-25 min.

Procedure: The trainer will divide the participants into groups - the groups should have the same number of participants and preferably at least 3 participants in each group. Each group will determine the order of participants and arrange themselves in rows. The last member of each group is given a blank paper and pen, the first member of the group is given a list of emotions. The first member of each group turns to face the teacher, the others turn the other way, with their backs to the teacher. The teacher signals when the activity begins. The activity proceeds as follows: the first member of the group who has the list of emotions shows it in a non-verbal way to the next member in line, who communicates it further based on his/her own understanding. The members continue in this way until the last member writes the recognised emotion on paper. Then more rounds follow with the other emotions on the list. When the whole list is finished, each group compares the list of the first and the last member together. The groups have the opportunity to discuss and share experiences with each other.

For this activity, the teacher is the facilitator of the activity, giving the signal for the start of each round and making sure that each group has time to complete and write the emotion. The teacher further ensures that participants communicate only nonverbally and only the emotions suggested in the lists.

The activity allows for flexible variation and change of conditions and rules - e.g. the teacher can specify non-verbal channels - e.g. communication only with hands, only with face, only with eyes, only with mouth movements, etc.

Post-class activity

Students complete a test (post-test) called *Nonverbal communication*, see the Annex of this guide. The teacher evaluates the completed tests both qualitatively and quantitatively to reflect on the lesson.

For the conclusion and summary of the topic with the aim of reflection and providing feedback, it is useful to propose a task, a less formal activity in the spirit of creative work.

Activity: Write a poem or compose a song about nonverbal communication

As a conclusion of the course, participants are recommended to create their own works on the topic of nonverbal communication. They can do this in the form of a poem or a sung song; in the case of a song, it is also necessary to compose a melody to the written lyrics of the song. Participants can prepare their works individually, in pairs, small or larger groups, depending on the number of members and the structure of the group. The rules, criteria for the creation of an artistic work can be flexibly varied by the teacher according to the possibilities or individual needs of the participants - the scope (minimum and maximum number of lines) of the work, the theme (the teacher can choose a set of concepts or part of the theme, e.g. components or forms of non-verbal communication, which the created work must obligatorily contain), or the style (character or genre) of the work can be determined. Participants then present the created works to each other.

Notes for the lecturer

With the aim of supplementing knowledge with other relevant information or points of interest, it is possible to recommend the following video materials:

- *Body Language*, available at *GCFLearnFree* YouTube channel
- *Nonverbal Communication- Gestures*, available at *Gagan Sindal* YouTube channel
- *Big Bang Theory on Body Language*, available at *Daniel O'Callahan* YouTube channel
- *The epic opening scene of Lie To Me*, available at *Matthijs Mol*, YouTube channel

Further readings

American Psychological Association. [Nonverbal communication \(NVC\)](#).

Hull R. [The art of nonverbal communication in practice](#). *Hear J.* 2016;69(5);22-24. doi:10.1097/01.HJ.0000483270.59643.cc

Frith C. [Role of facial expressions in social interactions](#). *Philos Trans R Soc B Biol Sci.* 2009;364(1535):3453-8. doi:10.1098/rstb.2009.0142

Goldin-Meadow S. [How gesture works to change our minds](#). *Trends Neurosci Educ.* 2014;3(1):4-6. doi:10.1016/j.tine.2014.01.002

<https://www.helpguide.org/articles/relationships-communication/nonverbal-communication.htm>

<https://www.sciencedirect.com/topics/agricultural-and-biological-sciences/nonverbal-communication>

<https://2012books.lardbucket.org/books/a-primer-on-communication-studies/s04-nonverbal-communication.html>

Topic 16: Prejudice and discrimination

*Anita Tóth-Bakos, Tímea Mészáros, Attila Mészáros
J. Selye University, Slovakia*

Background and rationale

There is a lot of talk about stereotypes and prejudices, but often people confuse one concept with another, even though they are part of everyday life. That is why it is extremely important to clarify these concepts so that the continuity of other concepts, such as discrimination, is properly understood and defined. The terms stereotype and prejudice are associated with the identity of each person, with their identification with a certain group, whether ethnic, religious, age or interest. They form part of the basic equipment of the identity, they participate in its formation and maintenance. Exploring discrimination makes it possible to better understand how it affects people's lives. Education and influence are considered the most effective tools in the fight against prejudice. For example, proper education can reveal where prejudice comes from, enable us to examine our own attitudes more objectively, and help us behave wisely when we become victims of prejudice.

Key topics

The aim of the topic is primarily to define the correct understanding of the concepts of stereotypes, prejudices, discrimination and their impact on human behavior and decision-making. Another goal is to highlight the common and different specifics of individual phenomena and to point out the interconnectedness between these concepts.

Learning objectives

At the end of this module

- Students will be able to correctly define and understand the terms stereotype, prejudice, discrimination, including common and different specificities of individual phenomena.
- Students will be able to orient themselves the different types of stereotypes and prejudices.
- Students will understand the interconnectedness between phenomena and the continuity of the mentioned concepts.
- Students will understand the importance of the mentioned phenomena and the place of education and proper influence in the fight against prejudice and discrimination.

Pedagogical approaches and activities

Pre-class activity - at home

Students will be provided with a video lesson entitled *Prejudice and Discrimination*, available at YouTube channel *Flipped Methods in Psychology*.

Students are invited to complete a pre-test called *Prejudice and Discrimination*, see the Annex of this guide.

The teacher will evaluate the completed tests both quantitatively and qualitatively, which will enable him/her to prepare and schedule the lesson.

In-class activity

The teacher implements and manages prepared activities focused on the topic of the lesson.

Activity 1: Quiz

The quiz focuses on commonly known stereotypes and beliefs about certain groups.

Focus: The activity focuses on pointing out beliefs and stereotypes towards groups of people, further on how easily we categorize people based on stereotypes and generalize members of a certain group.

Aims: The main objective of the activity is to draw attention to the power of public opinion and categorisation based on stereotyping. First of all, it is important that the description of a characteristic of a certain group, a stereotype, is in line with the common opinion of a given society. Furthermore, it is important that the positive and negative characteristics are more or less in balance in the individual descriptions, that the categorisations are not exclusively positive or negative.

Interactional pattern: individual or group work

Number of participants: min. 1

Materials, tools: none for the participants, optionally paper and pen to record answers of the participants, a list of pre-prepared quiz questions, descriptions of stereotypes is needed for the teacher

Duration of the activity: min. 10 -15 minutes (the duration also depends on the number of pre-prepared characteristics and the length of the final discussion)

Procedure: The teacher will invite the participants to participate in a game called quiz on the topic of stereotypes. The teacher reads aloud the pre-prepared characteristics of each stereotype and one by one the participants make a written or verbal guess as to which group of people which stereotype the description refers to.

The teacher plays the role of moderator in this activity. He/she manages the process of the activity so that the participants are able to express their answers, and plays an extremely important role at the end of the activity to leave enough space and encourage discussion about the different stereotypes. At the end of the activity, it is very important to draw attention to the fact that stereotypes and prejudices can be distorted by incorrect information and that categorization into groups can also have negative effects.

The activity allows for flexible variation and change of conditions and rules - e.g. the formulation of stereotypes according to a predetermined criteria (e.g. stereotypes in the topic of professions or ethnic groups), or the way of working can be individual or group, the answers can be expressed verbally aloud or in written form, or the participants can supplement the characteristic with additional, their own ideas, suggestions.

Activity 2: Situation game

Topic: Situational games aimed at illustrating commonly known stereotypes, prejudices that can lead to discrimination.

Focus: The activity focuses on sharing and gaining own experiences regarding stereotyping, discrimination. It is one thing to know about some stereotypes and another thing to be subject to prejudice or unequal treatment. The activity aims to draw attention to the negative

consequences of stereotypes, prejudice and discrimination, and to distinguish between common categorization and discrimination based on prejudice.

Aims: The aim of the activity is to draw attention to the numerous existing stereotypes and prejudices in the common opinion of society. Another aim of the activity is to form attitudes, to sensitize the participants on this topic, so that they understand the meaning and importance of these social phenomena.

Interactional pattern: group work

Number of participants: min. 3

Materials, tools: open space suitable for situational activities, for dramatization, also pre-prepared situations in which stereotyping can occur

Duration of the activity: min. 45 min. (depends on the number of pre-prepared proposals, scenarios and, if the participants have additional suggestions of their own situations, the time may be extended)

Procedure: The teacher will propose a situation in which categorization, stereotyping appears and invite the participants for a dramatic presentation of the situation. The number of participants, the character of the situation and the suggestions of the participants influence the particular characters, the story and the scenario of the dramatization.

In this activity, the teacher is the moderator of the activity, manages the flow of the activity and, if necessary, inspires the participants and can give specific suggestions for dramatization. It is important that the teacher monitors the time duration and progress of specific scripts and responds in an assertive, supportive way in case of any ambiguities or problems. It is very important to take care to create and keep a safe, accepting environment.

The activity gives the possibility for flexible variation and change of conditions and rules - the teacher can suggest that the participants dramatize the same situation in different versions, to focus on the positive or negative impact of the situation, to dramatize how people should behave in these cases, or to focus on the same situation from the point of view of the different characters in the story. The teacher may or may not prepare the situations in advance; it may be that participants prefer to design their own stories based on their own experiences.

Post-class activity - after the lesson

Students complete a test (post-test) called *Prejudice and Discrimination*, see the Annex of this guide. The teacher evaluates the completed tests both qualitatively and quantitatively to reflect on the lesson.

For the conclusion and summary of the topic with the aim of reflection and providing feedback, it is useful to propose a task, a less formal activity in the spirit of creative work.

Activity: Free, informal talk

Dramatization activities require subsequent release, processing of impressions and experiences. In an informal conversation, participants have the opportunity to freely discuss how they experienced the staged situations, what feelings and thoughts accompanied them during the activity. Furthermore, the participants can debate about other situations or their own experiences when they have been victims of discrimination, prejudice or if the participants have performed incorrectly in certain situations due to misconceptions. They can go on to mention specific situations where their own experiences have changed their opinion towards certain individuals, groups.

Notes for the lecturer

With the aim of supplementing knowledge with other relevant information or points of interest, it is possible to recommend the following video materials:

- *Don't Put People in Boxes*, available at *NewHope Church* YouTube channel
- *Stereotypes for kids - What are stereotypes?*, available at *Muse Wellbeing* YouTube channel
- *WHAT IS PREJUDICE - Intro for young children*, available at *Winter bloomers* YouTube channel

Possibly in connection with Activity 2 mentioned above for inspiration, we can recommend or implement the following materials at the end of the activity:

- *The Devil Wears Prada (2/5) Movie CLIP - Andy's Interview (2006)*, available at *Movieclips* YouTube channel
- *Prejudice (short film)*, available at *MelHaywardActor* YouTube channel
- *Inspirational Video- Be a Mr. Jensen- MUST WATCH!!*, available at *Clint Pulver* YouTube channel

Further readings

<https://open.lib.umn.edu/sociology/chapter/10-3-prejudice/>

<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1545-5300.1987.00015.x>

<https://www.theatlantic.com/health/archive/2015/10/emergency-room-wait-times-sexism/410515/>

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=383803

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3704191/>

<https://onlinelibrary.wiley.com/doi/abs/10.1002/j.1556-6676.1991.tb01586.x>

<https://onlinelibrary.wiley.com/doi/pdf/10.1002/ejsp.2189>

<https://www.ucalgary.ca/cared/racismandpower>

Topic 17: Theory of Cognitive Dissonance

*István Zsigmond
Károli Gáspár University of the Reformed Church in Hungary*

Background and rationale

The topic of cognitive dissonance is important because it provides insight into human behaviour, decision-making processes, and the ways in which individuals deal with conflicting beliefs, attitudes, or values. Here are some key reasons why cognitive dissonance is significant:

- **Understanding Behaviour:** Cognitive dissonance helps explain why people often engage in behaviour that contradicts their beliefs or values. When individuals experience a state of cognitive dissonance, they are motivated to reduce the discomfort by altering their attitudes, beliefs, or behaviours. By understanding this phenomenon, we can gain insight into why people may act in seemingly contradictory ways.
- **Decision Making:** Cognitive dissonance influences decision-making processes. When individuals are confronted with choices that have both positive and negative aspects, they may experience cognitive dissonance. This internal conflict can impact the decision-making process as individuals weigh the pros and cons, rationalize their choices, or seek information that supports their decisions.
- **Persuasion and Influence:** Cognitive dissonance theory has implications for persuasion and influence techniques. When individuals experience dissonance between their current beliefs or behaviours and new information or opinions they encounter, they may be motivated to resolve the dissonance by changing their attitudes or behaviors. Understanding cognitive dissonance can help marketers, advertisers, and communicators design persuasive messages that appeal to this cognitive process.
- **Attitude Change:** Cognitive dissonance plays a role in attitude change. When individuals hold inconsistent beliefs or attitudes, they experience discomfort, prompting them to either change their attitudes or seek information that supports their current beliefs. Recognizing the impact of cognitive dissonance can help in designing interventions or communication strategies to promote positive attitude change.
- **Self-Consistency:** Humans have a fundamental drive for self-consistency. Cognitive dissonance arises when there is a perceived discrepancy between one's self-image and behaviour. This discomfort motivates individuals to reduce the inconsistency and align their actions with their self-concept, leading to changes in behaviour or rationalizations to maintain consistency.
- **Learning and Growth:** Cognitive dissonance can be seen as an opportunity for personal growth and learning. By recognizing and resolving cognitive dissonance, individuals can reassess their beliefs, critically evaluate their attitudes, and make informed decisions. It can lead to a deeper understanding of oneself and the world, and foster personal development.
- **Social Psychology:** Cognitive dissonance is a core concept in social psychology, contributing to our understanding of attitudes, persuasion, conformity, and group dynamics. It provides a framework for examining how individuals navigate conflicts between their internal cognitions and external influences, shedding light on various social phenomena.

Overall, cognitive dissonance is an important topic as it helps us understand the complexities of human cognition, behaviour, and decision-making. It has practical applications in various fields, including psychology, marketing, communication, and social sciences, and offers insights into how we can better understand ourselves and others.

Key topics

The human being as a rationalizing creature - examples; the concept of cognitive dissonance; dissonance reduction behaviors; internal attitude and dissonance

Learning objectives

At the end of this module students should be able to understand:

- What thoughts and actions can cognitive dissonance trigger?
- The concept of dissonance reduction, the methods of reducing dissonance.
- How does the degree of dissonance relate to reduction motivation?
- Why does dissonance occur after decisions?
- What is the relationship between internal attitudes and contradictory behavior?
- What is the insufficient justification effect?

Learning activities

Before class: in order to help students, prepare for in-class activities and maximize the time spent in class, ask them to watch the “Cognitive Dissonance” instructional video on the “Flipped Methods in Psychology” YouTube channel (narrated in Hungarian, subtitled in English, Romanian, Bulgarian, Portuguese and Slovakian languages). Students are invited to complete a pre-test – use the pre-test from the Annex: tests as a starting point. Test results will give an approximate idea on what difficulties has faced students in understanding the topic, so class activities should focus on difficult concepts.

Interactive activities recommended for classroom work

Questions and answers

Students form pairs. One member of the pair asks a question, the answer to which was in the tutorial video. The other member of the pair answers. If they do not know the answer, the questioner corrects it. They then swap roles.

Group discussions – Topics

Ask students to form small groups, and discuss their ideas regarding the following topics:

- Give students the following scenario: Imagine you try out for something you really want like being in a team or getting a job. On the day when your dream is supposed to become real, you will send a friend to find the result, because you are nervous. He tells you that you did not succeed / you didn't get it. What will be your response? Will you be upset, or will you try to formulate an avoiding phrase, like “I really didn't want it anyway”? Ask students also to describe a real-life situation where someone might experience cognitive dissonance. Alternatively, you can the class into small groups and assign each group one of the scenarios to read and discuss together. They could also work on turning the scenario into a script and acting out the responses. The activity can also begin by asking students to Complete the scenarios on the worksheet independently before working in groups.
- What do you think is the best way to resolve or reduce cognitive dissonance? Explain your answer.

- What are some negative consequences that can come out of poorly handling cognitive dissonance?

Personal experiences

Ask students to think about personal experiences, when their decisions or behavior can be interpreted as a dissonance-reduction activity. Ask them to share these experiences in groups of four. Each group will be invited to present one of the best examples in front of the class.

Self-image

Tell students you are going to state a series of opinions. If they agree with the statement they are invited to raise their hands. Prepare non-controversial statements, which are sensitive to their self-image.

Examples of Statements to be used:

- I believe you should not waste water
- I believe littering contributes to the pollution of our planet.
- I believe studying is an essential duty of every student.

Count the number of students standing. Now explain to students that you will state three other statements and they should stand if they agree with the statement. These statements add the element of personal responsibility and action to the first set of statements.

- During a shower, I turn off the tap while I soap myself.
- I pick up trash I find as I am walking every time I see it.
- I always study as thoroughly as I can for exams.

Follow up This is a good time to discuss cognitive dissonance and why their actions do not match their beliefs. When students share their answers, it is a good time to note that not all reasons that our actions do not match our beliefs are lies. Excuses can be truths.

Double circle

Each student prepares two questions on the topic that they know the answers to. Students form two concentric circles. The members of the inner circle face outwards and ask the student opposite them one of the questions. The one opposite answers. If the answer is incorrect, the questioner corrects it. If the answer is correct, the interviewer praises it. On a given signal, each student in the outer circle moves to the right, to another questioner who asks the other question.

After the outer circle has gone round, the students in the two circles swap places.

Assessment & Recommendations

After class, you can use a written test with open questions to assess student's knowledge. It is recommended to use the test from the Annex of this book as a starting point.

Notes to the lecturer

It is recommended to start the classroom activities with a short lecture about the notions/questions which provide to be most difficult – as revealed by pre-test results.

Further readings

Aronson, E. (1999). *The social animal*. New York: Worth. *vol, 70*, 416.

Covey, M. A. (2009). Cognitive Dissonance: Fifty Years of a Classic Theory. *Journal of Family Theory & Review*, *1*(2), 111-113.

Festinger, L. (1962). *A theory of cognitive dissonance* (Vol. 2). Stanford university press.

Tavris, C., & Aronson, E. (2007). *Mistakes were made (but not by me): Why we justify foolish beliefs, bad decisions, and hurtful acts*. Harcourt.

Topic 18: Language and Cognition

István Zsigmond, Károli Gáspár University of the Reformed Church in Hungary

Background and rationale

The topic of language and cognition is important because it explores the fundamental relationship between language and the human mind. Language is a uniquely human ability that allows us to communicate, express our thoughts and feelings, and convey information across generations. It is a powerful tool that shapes our perception, understanding, and interaction with the world.

Studying language and cognition helps us understand how language is acquired, processed, and represented in the brain. It sheds light on how language influences our thinking, problem-solving abilities, and decision-making processes. Language is not just a means of communication; it plays a crucial role in shaping our thoughts, beliefs, and cultural practices.

Research in this area also has practical implications. Understanding how language and cognition are interconnected can contribute to improving educational practices, language teaching methods, and interventions for language-related disorders. It can also inform the development of artificial intelligence and natural language processing systems, leading to advancements in machine learning, human-computer interaction, and automated language understanding.

Moreover, studying language and cognition enhances our understanding of human nature and the diversity of human languages. It allows us to explore the similarities and differences in linguistic and cognitive processes across cultures and societies. This knowledge promotes cultural understanding, empathy, and inclusivity by highlighting the role of language in shaping our individual and collective identities.

In summary, the topic of language and cognition is important because it provides insights into the nature of human language, cognition, and their interplay. It has theoretical, practical, and sociocultural significance, impacting various fields and enriching our understanding of what it means to be human.

Key topics

relationship between language and thought; the Universalist approach; Piaget's interactionist theory; cognitive representation; deterministic theory; the nativist approach; cultural-historical theory; dual coding theory

Learning objectives

At the end of this module students should be able to understand:

- The diversity of the relationship between language and thought
- The Universalist approaches
- Jean Piaget's interactionist theory
- The role of cognitive representations in thinking
- The linguistic determinist theory
- Chomsky's nativist theory
- Vygotsky's cultural-historical theory
- Paivio's dual coding theory

Learning activities

Before class: in order to help students, prepare for in-class activities and maximize the time spent in class, ask them to watch the “Language and cognition” instructional video on the “Flipped Methods in Psychology” YouTube channel. Students are invited to complete a pre-test – use the pre-test from the Annex: tests as a starting point. Test results will give an approximate idea on what difficulties has faced students in understanding the topic, so class activities should focus on difficult concepts.

Interactive activities recommended for classroom work

Questions and answers

Students form pairs. One member of the pair asks a question, the answer to which was in the tutorial video. The other member of the pair answers. If they do not know the answer, the questioner corrects it. They then swap roles.

Short lectures

Prepare six cards with the following topic titles: 1. The Universalist view 2. Jean Piaget’s Interactionist Theory 3. The Linguistic Determinist Theory 4. Chomsky's nativist theory, 5. Vygotsky's cultural-historical theory, 6. Paivio's dual coding theory.

Students form groups of 4-5 persons, choose a card and then collect information on the chosen topic. They pair up and present their ideas to each other. They can make suggestions and ask each other questions. Based on the information gathered, they give a 2–3-minute presentation using the video tutorial watched before the lesson.

Taking on the "expert mantle", one student presents his or her topic to the class. The students in the class can ask questions. If the student cannot answer, he or she can pass. In this case, a fellow student who has collected information on the same topic will try to answer.

Group discussions – Topics

Ask students to form small groups, and discuss their ideas regarding the following topics:

- Which theory of the relation between cognition and language is more attractive for you? Why?
- How would you teach different theories about language and cognition in the classroom?

Double circle

Each student prepares two questions related to the topic of language and cognition that they know the answers to. Students form two concentric circles. The members of the inner circle face outwards and ask the student opposite them one of the questions. The one opposite answers. If the answer is incorrect, the questioner corrects it. If the answer is correct, the interviewer praises it. On a given signal, each student in the outer circle moves to the right, to another questioner who asks the other question.

After the outer circle has gone round, the students in the two circles swap places.

Assessment & Recommendations

After class, you can use a written test with open questions to assess student's knowledge. It is recommended to use the test from the Annex of this book as a starting point.

Notes to the lecturer

It is recommended to start the classroom activities with a short lecture about the notions/questions which provide to be most difficult – as revealed by pre-test results.

An alternative video in the topic of Language and Cognition can be found on the Khan Academy site – English only (www.khanacademy.org)

Further readings

Carruthers, P. (2002). The cognitive functions of language. *Behavioral and Brain Sciences*, 25(6), 657-674.

Meier, R. P. (1995). The Language Instinct: How the Mind Creates Language. In: JSTOR.

Pinker, S. (2015). *Words and rules: The ingredients of language*. Basic Books.

Sedivy, J. (2014). *Language in mind: An introduction to psycholinguistics*. Oxford University Press.

Topic 19: Memory and Imagination

*István Zsigmond
Károli Gáspár University of the Reformed Church in Hungary*

Background and rationale

The topic of memory and imagination is important for several reasons.

- Understanding how memory works can help us improve our ability to learn and retain information. By understanding how memories are formed and retrieved, we can develop strategies for studying and memorization that are more effective.
- Memory and imagination are both critical components of creativity. By understanding how these cognitive processes work, we can learn how to enhance our creative thinking abilities and come up with more innovative ideas.
- Memory and imagination play important roles in many aspects of our lives, from our ability to navigate the world around us to our social interactions with others. By studying these processes, we can gain a deeper understanding of how the mind works and how we can optimize our cognitive functioning.
- Finally, memory and imagination are both fascinating topics that have captured the attention of scientists, artists, and thinkers throughout history. Exploring these topics can help us appreciate the complexity and richness of the human experience and the incredible potential of the human mind.

While memory relies on our ability to recall past experiences, imagination allows us to combine and manipulate those experiences in new and creative ways. In this sense, imagination can be seen as an extension of memory, as it allows us to draw upon our past experiences to create new mental representations of the world around us.

Overall, imagination and memory are closely intertwined, with memory providing the raw material for imagination to work with and imagination allowing us to use that material in creative and innovative ways.

Key topics

serial position effect, short and long term memory, dual memory-model, chunking in the short-term memory, memory processes, memory development strategies, the relationship between imagination and memory,

Learning objectives

At the end of this module students should be able to:

- Understand the serial position effect
- Understand and apply the chunking memory strategy
- Interpret information describing memory processes
- Understand and implement basic memory-enhancement strategies

Pedagogical approaches and activities

Before class: in order to help students, prepare for in-class activities and maximize the time spent in class, ask them to watch the “Memory and Imagination” instructional video on the “Flipped

Methods in Psychology” YouTube channel. Students are invited to complete a pre-test – use the pre-test from the Annex: tests as a starting point. Test results will give an approximate idea on what difficulties has faced students in understanding the topic, so class activities should focus on difficult concepts.

Interactive activities

In class, for a better understanding of the topic, we propose some interactive activities.

Chunking numbers

Remembering a nine-digit number may be a challenge: 135748965. In the context of a longer phone number, personal ID number, etc. (depending on country), the number can be divided in sections, for an easier: 135-748-965. We chunk phone numbers the same way and, sometimes, you’ll hear a person chunk them even further by combining numbers: 3-96-12-74. This is grouping by number. Any time you have a long number to remember, you can break it into chunks. Ask students to form pairs, chunk a longer number, and share it with their peers.

Chunking in reading

Students can apply chunking techniques to reading texts (e.g. from the textbook). This technique can help them get through text more quickly without compromising comprehension. Ask students to read a sentence from a textbook/internet source, and try to break it into key phrases, either verbally or by marking up the text. Instruct them to draw vertical lines after each key phrase to set them apart. By eliminating word-by-word reading and chunking important information, reading speed increases. For some students with literacy deficiencies, this exercise may also improve comprehension.

Group discussion

In groups, students discuss:

- Can people improve their mnemonic abilities?
- What activities can help people to improve their mnemonic processes?
- Why do you think people find it easier to think of ways to become physically fit, rather than mentally fit? (*e.g. it’s better understood and more easily explained, it’s talked about a lot*)

Double circle

Each student prepares two questions on the „Memory and imagination” topic that they know the answers to. Students form two concentric circles. The members of the inner circle face outwards and ask the student opposite them one of the questions. The one opposite answers. If the answer is incorrect, the questioner corrects it. If the answer is correct, the interviewer praises it. On a given signal, each student in the outer circle moves to the right, to another questioner who asks the other question.

After the outer circle has gone round, the students in the two circles swap places.

Assessment & Recommendations

After class, you can use a written test with open questions to assess student's knowledge. It is recommended to use the test from the Annex of this book as a starting point.

Further readings

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Brown, P. C., Roediger III, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. Harvard University Press.

Modell, A. H. (2003). *Imagination and the meaningful brain*. mit Press.

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Topic 20: Early Childhood Development

*Prof. Mariya Aleksieva, PhD; Prof. Milen Baltov, PhD; Assoc. Prof. Krasimira Mineva, PhD;
Assoc. Prof. Veselina Zhecheva, PhD; Assist. Prof. Gergana Kirova,
Burgas Free University, Bulgaria*

Background and rationale

Early Childhood — from birth to the transition to school — is a unique stage of human life during which the foundations of health, learning, behaviour and personal development are laid. What children experience in these early years has long-lasting effects not only on their individual well-being during their lifetime, but also on the future of their communities and societies.

Key topics

- Early childhood as a factor in the creation of health and well-being in the long run – general aspects.
- Some facts related to the period of early childhood
- Periodization of childhood.
- The development of the child during the early childhood period and the role of adults.
- Growth and development – patterns and factors.
- Relationships: the foundation of child development.
- Game: How do children develop and learn.
- Other factors that influence child development.

Learning Objectives

The general objective of the lesson is to introduce students to the overall formation and development of the child's personality in several main aspects - physical, mental, social and moral, aesthetic and artistic development.

The specifics of the objective are determined by the close relationship between the physical and mental development. In this sense, how to ensure physical and mental development harmoniously and simultaneously is defined.

The objective is achieved through specific tasks, directly oriented to the main parameters in which the lesson is presented.

Expected Results

Knowledge, skills and attitudes for students to acquire/form at the end of this module.

- At the KNOWLEDGE level: learners should become familiar with the importance of early childhood for the future development of the personality; to know and be able to identify the different periods in childhood development; to become familiar with the role of adults in the process of early childhood development.
- At the SKILLS level: to be able to distinguish the classifications made by various authors; to be able to develop schemes related to the specific features of the different periods of early childhood; to be able to give examples of the child's behaviour and formulate advice for the adult-child communication, based on the specific characteristics related to a particular period.
- At the RELATIONSHIP level: to suggest scenarios for 'child-adult' role-play interactions.

Pedagogical approaches and activities

Pre-Lesson Activity – at home

- students are asked to watch a video lesson entitled *Early Childhood Development* available on the *Flipped Methods in Psychology* YouTube channel.
- a test named *Early Childhood Development- pre-class test* was prepared for the students (see Annex). The questions are aimed at the most general parameters of the topic, such as: guidelines in the child's development during the period of early childhood; the first periods in the child's development; which age period has the most detailed differentiation.

Activity 1. During the lesson “Crossword puzzle”

The teacher prepares an introductory activity in the form of a crossword puzzle. The idea is to obtain the expression "Early childhood" through the answers to the vertical questions.

Crossword questions:

- Who takes care of the child in the period of 0-3 months? (the par**e**nts)
- One of the main policy areas for early childhood development (healthc**a**re)
- Who educates the children in kindergarten (teache**r**s)
- Who is the creator of the Attachment theory (John Bow**l**by)
- What does a baby do when it is hungry? (cry**ing**)
- What does the baby learn from 6 to 9 months? (to c**r**awl)
- Piaget's theory of child development is based on ... (t**h**inking)
- Who created psychoanalysis? (S**i**gmund Freud)
- How is the second stage of E. Erikson's theory determined? (will**l**)
- What is the period from 0-19 years called? (childho**o**d)
- What is E. Maslow's theory of early childhood development called? (**h**umanistic)
- What is the name of the first of the eight stages of development in E. Erikson's theory? (**h**o**p**e)
- According to Vygotsky, what is the main source of development? (the s**o**cial environment)
- The last of the stages in Erikson's theory is defined by the name ...? (wis**d**om)

Activity 2. The Jigsaw method

This allows to set the topic and motivate the students to work. In the content part of the lesson, students are divided into groups of 4 to 6 people and the Jigsaw method is applied. With it, each student is responsible for specific information and must pass it on to members of the group. The pieces of information are arranged like a puzzle. It is good idea to have the same number of students in each group. The content of the topic is divided into 4 to 6 parts depending on the number of students in the groups. During the first stage, students do not interact with each other, and each of them learns the information provided to him independently. Then the students gather in "expert groups". Each expert group includes students studying the same piece of content. In this phase of the method, the "experts" compare their ideas and impressions and

prepare a presentation to deliver to their group. In the next stage, each student returns to their original group and presents what they have learned to the others. Meanwhile, his teammates are actively listening, taking notes and asking questions. Thus, each member of the group teaches a small piece of the material to their classmates. In the final step, the teacher should make sure that each student has a general understanding of the ideas and concepts discussed in the groups. You can do this with a short quiz on all the material covered during group work.

Activity 3. Post-lesson activity - Quiz “Early Childhood Development”

The post-lesson activity called *Early Childhood Development - post-test* (see Annex) involves assessing students' knowledge by completing a quiz. Unlike the pre-lesson quiz, in this quiz all questions are open-type and their content parameters specifically target the video lesson content that the students have already watched and also worked on in class on content related to the early childhood topic development.

Interaction Pattern

The organization of work is:

- face-to-face training during the introductory activities - crossword puzzle, setting the topic, dividing into teams;
- group work using the puzzle method (making a periodization scheme/by authors);
- individual work - to complete the tests and watch the video at home.

Assessment and Recommendations

Each student receives an individual score based on the test results before the lesson. Each team, based on the performance in the classroom activities, receives a quality assessment of its work based on the presentations given by the students. This creates competition between the groups and the students will be more motivated to convey the information to their teammates in the clearest and most effective way possible. The teacher should develop his own criteria related to the expected results of the answers to the test after watching the video lesson.

Notes to the lecturer

It is important for the teacher to pay attention to:

- the preliminary preparation for work on the topic.
- The crossword puzzle - the questions must correspond to the learning content that the students have studied, the answer is the phrase "early childhood", vertically.
- The team task - to distribute the text evenly so that the reading time is approximately the same. Allow 5-6 minutes of discussion time during the second stage of applying the puzzle model to make sense of the content.

The teacher should prepare short and clear instructions regarding the performance of the test before the lesson and the test after the video lesson; instruction regarding the video lesson (what students should pay attention to).

Further readings

Montessori, M., The secret of childhood, Asenevtsi, S., 2017

Piryova, B., Neurobiological foundations of child development, NBU, 2008

Grudeva, M., Prenatal and early childhood (pedagogical and psychological aspects). 1 hour. Varna, MU-Varna, 2019

Boncheva, I., Psychology of child development, Slavena, 2013

Topic 21: Social Influence

*Prof. Mariya Aleksieva, PhD; Prof. Milen Baltov, PhD; Assoc. Prof. Krasimira Mineva, PhD
Assoc. Prof. Veselina Zhecheva, PhD; Assist. Prof. Gergana Kirova
Burgas Free University, Bulgaria*

Background and rationale

How does the environment in general affect us? Why do we behave differently when we are alone and when we are among other people? As we live in a social environment, it has been of interest for psychologists for many years to examine its features and types. In its essence, social environment is an interpersonal process that results in changing behaviour, attitude, speech patterns and feelings in the presence of the others. In this way the social environment modifies a person's behaviour, most often adjusting it to the mainstream expectations. People, behaving as group leaders, are the so-called agents of social influence. There are six types of social influence: reward power, coercive power, expert power, information power, referent power and legitimate power.

Key Topics

- Definitions of social influence
- Social power and social influence
- Mechanisms for social influence
- Types of social influence
- How to resist the social influence?
- Factors affecting persuasion
- Robert Cialdini's Principles of Persuasion
- Principle of liking
- Principle of scarcity

Learning Objectives

The main goal of the lesson is to introduce students to the background of social power and social influence, to the essence, specifics and the mechanisms of social influence, as well as the types of social influence. The factors, affecting persuasion and the basic principles of persuasion are described. The principles of liking and of scarcity are also covered.

Expected Results

Knowledge, skills and abilities for students to acquire/form at the end of this module.

- At the KNOWLEDGE level: learners become familiar with the importance of social influence; they become familiar with the six types of social influence; they know how to recognize and how to resist it.
- At the SKILLS level: learners are able to distinguish how social influence works in groups, who the agents of social influence are, they can recognise the mechanisms for social influence; they are able to resist the influence, and at the same time, retain self-respect.
- At the ABILITIES level: learners are able to give examples of the types of social influence: reward power, coercive power, expert power, information power, referent power and legitimate power.

Pedagogical approaches and activities

Pre-Lesson Activity – at home

- students are asked to watch a video lesson *Social influence and Principles of Persuasion* available on the *Flipped Methods in Psychology* YouTube channel.
- a test consisting of closed-type questions was prepared for the students - *Social influence and Principles of Persuasion – Pre-test* (see Annex). The questions are aimed at the most general parameters of the topic, such as: how is social influence defined, main theories, types, needs differentiation, etc.

Activity 1. During the lesson: Activity using the mentimeter.com application

The teacher prepares an introductory activity using the mentimeter.com app. The question is "What associations does the phrase *social influence* evoke?". Each student must propose three associations. The idea is to make a transition from the students' answers to the topic of the lesson related to social influence.

Activity 2. The Practice of Hexagons

In the content part of the lesson, the practice of hexagons is applied (see diagram). For this purpose, the teacher must prepare a table with 15 key words related to the topic of social influence.

The hexagons are cut out and a term is written in the middle of each.

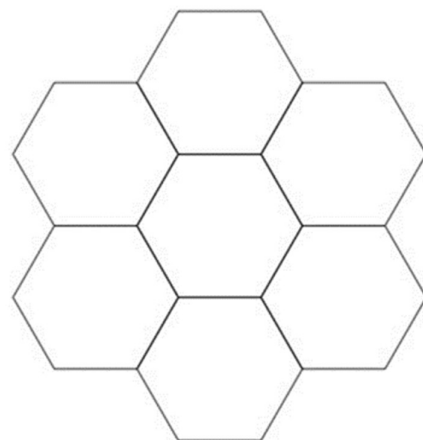
In class the students are divided into groups of 4-5 people and a set of hexagons with terms is distributed to each group.

The task is to touch two hexagons to each other if the team members think that the two terms have something in common.

The teacher should explain that it is not necessary for each of the six sides to have a 'neighbour', but that a hexagon can have a maximum of six connections with others.

The working time is 15-20 minutes. Each of the groups comments and discusses the implementation of the task, so as to create its own unique "honeycomb" of connections. Since the possibilities are thousands, each group will have a different "pie".

Each group then presents their work explaining the decisions that were made.



Example: Terms that can be used:

power	emotions	influence	action	needs
behaviour	acceptance	factors	agent	Non-coercion
explanation	self-direction	success	incentive	status

After the lesson - Testing

The post-lesson activity called *Social influence and Principles of Persuasion – Post-test* involves assessment of students' knowledge by completing a quiz (see Annex). Unlike the pre-lesson test, in this test all questions are open-ended and their content parameters are oriented towards the contents of the video lesson. The video lesson has been watched by the students independently, and the topic has also been explored on in the classroom.

Interaction model

The organisation of work is:

- face-to-face training during the introductory activities – the mentimeter.com app, setting the topic, dividing into teams;
- group work applying the practice of hexagons (making a "honeycomb" based on key words from the content of the motivation topic);
- Individual work – learners complete the tests and watch the video material at home.

Evaluation and recommendations

Each student receives an individual grade based on the test results before the lesson.

Each team, based on the performance of the task in the classroom, receives a qualitative assessment of their work based on the presentations delivered by the individual teams. This creates a competition among the teams in terms of critical thinking and creativity in designing unique "honeycombs".

The teacher must develop his own criteria, adapted to the age and individual characteristics of the students and related to the expected results of the answers to the test after the students have watched the video lesson.

Notes to the lecturer

It is important for the teacher to:

- pay attention to the preliminary preparation for work on the topic.
- Mentimeter.com App Activity Development.
- for the team task - to make a table of terms characteristic for clarifying the nature and role of motivation.
- to prepare the required number of sets to complete the practice of the hexagons.
- to plan the way in which the students will be divided into teams.
- to consider the time needed for work on the task and for presenting the "honeycombs" to the students.

The instructions - the teacher must prepare concise, clear instructions regarding the completion of the pre-test and the test after the video lesson; instructions about the video lesson (what the students should pay attention to).

Further readings

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Sammut G., M. W. Bauer (2020), *The Psychology of Social Influence*, Cambridge University Press.

Cialdini, R. B., & Griskevicius, V. (2010). *Social influence*. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced social psychology: The state of the science* (pp. 385–417). Oxford University Press.

Barret D.W. (2017), *Social Influence*, Wiley and sons.

Topic 22: Learning styles

*Anita Tóth-Bakos, Tímea Mészáros, Attila Mészáros
J. Selye University, Slovakia*

Background and rationale

The learning process is a key psychological phenomenon in learning about the world, in the field of cognition, cognitive abilities. There are several definitions of the concept of learning, in the broadest sense of the word it means the acquisition of individual experience, in the narrower sense it is the purposeful systematic acquisition of knowledge, skills and habits or forms of behaviour, and in the psychological sense, learning is a relatively permanent change in behaviour that results from experience. Based on the above understandings, the learning process is a key topic in the field of general psychology, pedagogy and didactics, and pedagogical psychology. With the growth of pedagogical and psychological knowledge, but also with increasing demands for education and its results, learning styles began to be paid more attention, they began to be more appreciated in educational practice. A learning style is a collection of procedures that an individual prefers in a certain period of time for learning. Learning style is therefore an individual way of learning, therefore we can state that there are as many learning styles as there are students, pupils or learning individuals. The issue of students' learning styles is very important for the management of the teaching process, it has a significant impact on the effectiveness of the educational process and on the results of students. Learning styles are good to know not only when we have to learn ourselves, but also when we have to teach something to someone else. The way of learning style allows us to do it efficiently and in such a way that the person remembers it as well as possible. Correct and timely diagnosis of the dominant learning style and also reflective work with one's own teaching style can be one of many effective ways that will lead to better mutual understanding between teachers, students and parents.

Key topics

The aim of the topic is primarily to define the concepts of cognitive style, learning style, and summarizes the known classifications of learning styles (according to the dominance of the brain hemispheres, according to motivation and intention, according to sensory preferences, according to the way of processing information, and according to the theory of multiple intelligences).

Learning objectives

At the end of this module:

- Students will be able to correctly define and understand the terms learning, cognitive style and learning style.
- Students will be able to orient themselves to the various classifications of learning styles.
- Students will know the possible ways of diagnosing, recognizing learning styles.
- Students will understand the importance of learning styles in educational practice, in terms of the effectiveness of the educational process and in terms of motivation.

Pedagogical approaches and activities

Pre-class activity - at home

Students will be provided with a video lesson entitled *Learning styles*, available at YouTube channel *Flipped Methods in Psychology*.

Students are invited to complete a pre-test called *Learning styles*, see the Annex of this guide.

The teacher will evaluate the completed tests both quantitatively and qualitatively, which will enable him/her to prepare and schedule the lesson.

In-class activity

The teacher implements and manages prepared activities focused on the topic of the lesson.

Activity 1: How I learn

Topic: Identifying the factors and circumstances that positively or negatively influence one's own learning process.

Focus: The activity aims to highlight the variety of factors that can negatively or positively influence the effectiveness of one's own learning process.

Aims: The main objective of the activity is to draw attention to the importance of self-knowledge and mapping the factors influencing learning. In order for a particular pupil, an individual, to be able to learn as effectively as possible, he/she must know the circumstances and factors that help him/her, he/she must know his/her own learning style. Furthermore, it is very important to understand that each person has an individual learning style and the same circumstances can have the opposite effect for people with different learning styles.

Interactional pattern: individual and group work

Number of participants: min. 5-10

Materials, tools: paper and pen for participants to record answers, stopwatch for teacher to measure time

Duration of the activity: min. 20 minutes (duration also depends on the number of participants)

Procedure: The activity takes place in several rounds, the role of the participants is the same, only the form of the work and the size of the groups of participants change. The teacher asks the participants to think about their own learning habits and to write down 5-5 circumstances that influence their learning process positively and negatively in a given time (e.g. 3 min.). In the next rounds, repeat the activity first in pairs, then in larger groups, and finally with the whole group together. In these rounds, in addition to discussing learning styles, participants are asked to find 5-5 circumstances that are similarly positively or negatively influencing for all group members. Gradually, as the groups get larger, the game becomes more challenging, so we can allow more time or we can reduce the number of circumstances.

The teacher plays the role of facilitator in this activity. He/she manages the flow of the activity, timing each round and monitoring whether the conditions need to be modified based on the dynamics of the activity. Gradually, he/she can draw attention to different, perhaps less preferred, circumstances and influences that the groups can include in their common list. For the final round of activity, it can play an important role in determining the common factors applicable to each group member.

The activity gives the possibility for flexible variation and change of conditions and rules - e.g. highlighting certain directions for the classification of learning styles (external or internal factors, socialization factors or factors related to the curriculum, the teacher), furthermore, it can flexibly vary the time duration of the activity, or it can suggest after each round that the participants share and compare the lists they have created with each other.

Activity 2: Designing optimal personal learning environments - online

A learning environment is the space and conditions where someone learns. It includes everything around a person that can affect their learning, such as the physical environment, social environment, and educational resources available to them. Learning style and learning environment are closely related because the learning environment can impact the way individuals learn, based on their preferred learning style. A learning style refers to an individual's preferred way of processing information. For example, a visual learner may prefer to learn through diagrams, pictures, and videos, while an auditory learner may prefer to learn through lectures, discussions, and audio recordings.

Focus: The activity focuses on designing for and collecting visual elements of an optimal personal learning environment according to the personal learning style.

Aims: The aim of the activity is to highlight the importance knowing the personal learning style. The learning environment can influence the effectiveness of a particular learning style. Therefore, it's important to consider different learning styles when designing a learning environment to ensure that all students can learn effectively. This can involve providing a variety of resources and activities that cater to different learning styles, creating a flexible and adaptable learning space, and allowing students to choose their preferred learning methods whenever possible. By creating a learning environment that caters to diverse learning styles, students can engage more effectively in the learning process and achieve better outcomes.

Interactional pattern: individual work

Number of participants: min. 1

Materials, tools: mobile devices, tablets, laptops, computers

Duration of the activity: min. 15-20 min. (if we set 10 minutes for individual work, the duration of the whole activity, including presentations and conclusion, depends on the number of participants)

Procedure: The lecturer will challenge participants to do their own research to collect elements of an optimal personal learning environment and make a collage of the collected images (online).
Criteria for selection: members can collect any image from the internet and design their own optimal learning environment. It's a place where they feel comfortable, engaged, and motivated to learn, where they can explore and discover new things, ask questions, and experiment without fear of judgment. A variety of different components can make up a learning environment. As well as physical properties such as where you are learning, how the space is decorated and what devices or materials are being used to learn, elements like the activities and tasks being completed, the methods used to assess progress and performance and what kind of working culture is influencing the learning also form the environment.

Depending on the age, experience, and the context in which we are working, learning environments can look very different. It's important to understand how an environment can affect the ability to focus, perform and share or absorb new ideas and information.

At the end of the individual work, the participants present their visual designs, spaces, elements to each other. Then the members can evaluate their results, highlight repeated elements, objects, spaces, conditions or define a common list.

For this activity, the lecturer is the facilitator of the activity, showing a personal visual example to inspire the members. He/she manages the activity, monitors the time duration of the student's activity, and moderates the presentation of the results.

The activity gives the possibility for drafting of the conditions and elements of an ideal personal learning environments according to the personal learning styles.

Post-class activity

Students complete a test (post-test) called *Learning styles*, see the Annex of this guide. The teacher evaluates the completed tests both qualitatively and quantitatively to reflect on the lesson.

For the conclusion and summary of the topic with the aim of reflection and providing feedback, it is useful to propose a task, a less formal activity in the spirit of creative work.

Activity: Concept map

Participants are invited to prepare a concept map on the topic of learning style. The activity can be done in the form of individual, group or collaborative work. Participants write the term "learning style" in the middle of the paper and have to put on the paper as many words, concepts, expressions related to the topic as possible in the given time. Visuality plays an important role in the creation of the concept map, so participants are free to modify the map from a visual viewpoint, they can vary the placement of individual terms, the size and type of the font, the colours, or they can connect terms or indicate the interconnectedness of certain terms or the importance of a concept in a free way. When creating concept maps, correct knowledge of the topic plays an important role, so that the terms are accurate, as well as creativity in the way participants design their own maps.

Notes for the lecturer

With the aim of supplementing knowledge with other relevant information or points of interest, it is possible to recommend the following video materials:

- *Discover Your Learning Style*, available at *GCFLearnFree* YouTube channel
- *Learning Styles*, available at *free2care* YouTube channel
- *What Kind of Learner Are You? QUIZ*, available at *Psych2Go* YouTube channel
- *Learning Styles & Multiple Intelligences: Theory Integration*, available at *Teachings in Education* YouTube channel

Possibly in connection with Activity 2 mentioned above for inspiration, we can recommend the following video materials at the end of the activity:

- *What Makes A Great Learning Environment?* available at *PSW Education & Leadership* YouTube channel
- *Positive Learning Classroom Environment*, available at *Teachings in Education* YouTube channel

Further readings

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- Carnell, E. and Lodge, C. (2002). 'Supporting Effective Learning, London: Paul Chapman Publishing.
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- <https://www.mindtools.com/addwv9h/learning-styles>

Topic 23: Psychosocial Development in Adolescence

*Dr. Eleonora Papaleontiou-Louca
European University Cyprus*

Background and Rationale

Let us see some of the most common characteristics of the life of adolescents.

First of all, during adolescence, we have the so-called mood swings, that is, the sudden changes in the mood of adolescents, where in one moment they can be very happy and the next very desperate.

There is also a strong aversion to work, a feeling of tiredness, boredom, a clumsiness in the adolescent's movements, due also to the fact that the body changes abruptly and the adolescents have not yet learned to control their movements; intense daydreaming, isolation, over-preoccupation with oneself both internally and externally; an uncertainty about the future, a feeling of emptiness – which often one tries to cover with various kinds of dependencies and substitutes; a demystification of parents (while in childhood children probably saw them as ideal and perfect, because they needed to feel safe), they now see them more realistically, with both their positives and negatives; desire to be alone, but also to socialize; at times adolescents want to be isolated in their room, in their personal space, not to be disturbed, at other times they strongly want to communicate with others, to go out with friends, to be entertained, to socialize.

At this age, self-confidence and self-esteem often decrease, having as a result the development of feelings of jealousy; in this age-period there is also intense anxiety, nervousness, reactivity, with the corresponding 'outbursts'; Another phenomenon is 'adolescent egocentrism', which takes two forms: a) the imaginary audience, where the adolescents feel as if they are on a stage, and all eyes as spotlights are on them, i.e. that everyone is watching them; and b) the second form is the 'personal myth', i.e. a feeling of invincibility - that everyone might suffer from something bad, but not themselves: So, if one tells an adolescent "if you're going to drive, don't consume alcohol," they might reply, "don't worry, I'm in control." Or if one tells a teenage girl, who might be having sex, "be careful, you might get pregnant," again, she might easily reply "I know what I'm doing, I'm not going to get pregnant" ("it might happen to other girls, but not me.")

Moreover, in this age-period, there is a feeling of touchiness, a modesty, a shyness, and due to the 'imaginary audience' mentioned above, a feeling of being watched; there is also, a tendency for independence, but also dependence: while these two seem to be opposite to each other, many times they coexist: on the one hand, the adolescents might tell you "I'm old enough, I 'm not gonna give an account to anyone about where I go, what time I'm returning home, what I'm doing, etc.", other times (when it is somehow 'convenient'), adolescents might express an attitude of dependence: they want to be taken care of, e.g. cook for them, have their clothes washed, ironed, etc., and do not take responsibility for themselves.

Also, at this period of life, critical thinking develops, having as a result for the adolescents to judge everyone and everything; starting from their own parents, their teachers, the church, the state - in general, they leave no one outside this criticism. The problem, however, is that while the mind is developing, which is positive, adolescents do not know how to assert their rights, and they often use this critical thinking, abruptly or in an absolute way, resulting to lose their rights.

Besides, during adolescence there is an interest about sex, as well as the development of sexuality, due to the hormones that develop.

Key Concepts

Adolescents, psychosocial development, mood swings, tiredness, boredom, clumsiness, daydreaming, isolation, over-preoccupation with oneself, uncertainty about the future, feelings of emptiness, demystification of parents, desire to be alone, need for friendships, socialization, self-esteem, 'adolescent egocentrism', imaginary audience, 'personal myth', critical thinking, development of sexuality, hormones

Learning objectives

At the end of the module, students should be able to:

- Describe very briefly five of the most common characteristics of Adolescents' Psychosocial Development.
- Describe the two forms of Adolescents' Egocentrism and give one example for each one of these two types.
- Has to know which are two types of adolescents' behaviour that should alarm adults to seek advice from a mental health professional?
- To mention two factors that influence adolescents' self-esteem and two factors that influence adolescents' identity formation.
- Describe briefly 3 factors of parents' behaviour that can be beneficial for adolescents' healthy psychosocial development.

Pedagogical Approaches and Activities

Before class, students will be advised to watch a video entitled *Psychosocial Development in Adolescents* available at YouTube channel *Flipped Methods in Psychology*, to get prepared for the class. It is very important for them to identify the main characteristics of adolescents and to understand what is considered as normal or not during this period of life.

Additionally, students will be encouraged to complete a short questionnaire (see the Annex of this guide) in order to check their understanding on the video that they saw.

The instructor will then analyse the results of the responses on this questionnaire, and she/he will present them in class for further discussion.

During class, the instructor will assign the students into groups of five and ask them to identify at least five common characteristics of adolescents' psychosocial development and then one representative from each group will write them on the board (Activity 1).

Then the group is encouraged to describe in written the two types of 'Adolescents' Egocentrism and give one example for each type. The examples are then shared within the whole class (Activity 2).

Finally, the instructor encourages them to identify 3 kinds of behaviours that they feel it can be beneficial for adolescents – parents' relationship and 3 behaviours that might harm this relationship. Then, they choose one positive and a (corresponding) negative behaviour, they present it to the whole class through role-playing and discuss their conclusions with the whole class (Activity 3).

After class, the instructor will ask the students, if they want to, to complete a post-test (see the Annex of this guide). The instructor will evaluate the completed tests both qualitatively and quantitatively to reflect on the lesson.

Interactive Activities

Activity 1: Group Discussion on Adolescents' Psychosocial Characteristics

Aim: To investigate students' understanding on the most common characteristics of adolescents' psychosocial development.

Participants: Group of 5 students

Duration: 20 minutes

Tools: Pen and paper, Board

Description of activity: During this activity instructor will assign the students into groups of five and ask them to identify at least five common characteristics of adolescents' psychosocial development and then one representative from each group will write them on the board.

Activity 2: Examples of Adolescents' Egocentrism

Aim: to explore adolescent's Egocentrism, understand the difference of the two types of it and be able to identify them in adolescents' everyday behaviour.

Participants: Group of 5 students

Duration: 30 minutes

Tools: Oral discussions in groups, pen and paper for writing down their findings

Description of activity: The group is encouraged to describe in written the two types of 'Adolescents' Egocentrism and give one example for each type. The examples are then shared within the whole class.

Activity 3: Role - Playing (on relationships with parents)

Aim: to explore their relationships with parents and develop their awareness of behaviours that can benefit or harm these relationships.

Participants: Groups of 5

Duration: 50 minutes

Tools: Role-Playing

Description of activity: The instructor encourages students to identify 3 kinds of behaviours that they feel it can be beneficial for adolescents – parents' relationship and 3 behaviours that might harm this relationship. Then, they choose 1 positive and a (corresponding) negative behaviour, they present to the whole class through role-playing and discuss their conclusions with the whole class.

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Topic 24: Mental health and wellbeing

*István Zsigmond
Károli Gáspár University of the Reformed Church in Hungary*

Background and rationale

The topic of mental health and well-being is crucial because it is a fundamental aspect of a person's overall health and quality of life. Mental health refers to a person's emotional, psychological, and social well-being, which affects how they feel, think, and behave. It is essential for individuals to maintain good mental health to cope with the daily stresses and challenges of life, build healthy relationships, and fulfil their potential.

The topic of mental health and well-being is important for several reasons:

- **Personal well-being:** Mental health and well-being are fundamental to an individual's personal well-being. Good mental health allows people to live their lives to the fullest and enjoy positive experiences. It helps individuals to cope with stress, build healthy relationships, and make informed decisions.
- **Physical health:** Mental health and well-being are also crucial for physical health. Poor mental health can lead to physical problems such as headaches, insomnia, and fatigue. It can also affect the immune system, making individuals more susceptible to illnesses.
- **Social connections:** Good mental health helps individuals build and maintain social connections, which are vital for a healthy and fulfilling life. Positive social connections can provide emotional support, help people feel less alone, and improve overall mental health.
- **Economic impact:** Poor mental health can also have a significant economic impact. It can lead to decreased productivity, absenteeism, and increased healthcare costs. By promoting mental health and well-being, individuals and society can benefit economically as well.
- **Stigma reduction:** Mental health and well-being have been stigmatized for many years, leading to discrimination and lack of access to treatment. By raising awareness about mental health and well-being, we can reduce stigma and create a more inclusive society.

Overall, mental health and well-being are important for individuals and society as a whole. By promoting good mental health and well-being, we can improve our personal and social lives, physical health, and economic outcomes.

Key topics

The concept of mental health, the importance of mental health, components of the well-being concepts, programs for evaluating mental health, reference points in assessing mental health, most important research findings regarding mental health, how to improve mental health

Learning objectives

At the end of this module students should be able to:

- Define mental health and well-being,
- Describe methods of assessing mental health,
- Understand the theoretical and empirical foundations of mental health and well-being,
- Understand the prevalence and impact of mental health conditions,

- Provide research-based evidence about factors influencing mental health.

Learning activities

Before class: in order to help students, prepare for in-class activities and maximize the time spent in class, ask them to watch the *Mental Health and Wellbeing* instructional video on the *Flipped Methods in Psychology* YouTube channel (narrated in Hungarian, subtitled in English, Romanian, Bulgarian, Portuguese and Slovakian languages). Students are invited to complete a pre-test – use the pre-test from the Annex as a starting point. Test results will give an approximate idea on what difficulties has faced students in understanding the topic, so class activities should focus on difficult concepts.

Interactive activities recommended for classroom work

Questions and answers

Students form pairs. One member of the pair asks a question, the answer to which was in the tutorial video. The other member of the pair answers. If they do not know the answer, the questioner corrects it. They then swap roles.

Personal experiences

Teacher projects 30 basic concepts related to mental health (e.g. subjective well-being, social well-being, life satisfaction). In groups of 4, students report their own experiences with a selected concept.

Double circle

Each student prepares two questions on the topic that they know the answers to. Students form two concentric circles. The members of the inner circle face outwards and ask the student opposite them one of the questions. The one opposite answers. If the answer is incorrect, the questioner corrects it. If the answer is correct, the interviewer praises it. On a given signal, each student in the outer circle moves to the right, to another questioner who asks the other question.

After the outer circle has gone round, the students in the two circles swap places.

Group discussion

In groups, students discuss:

- Can people improve their mental fitness?
- What activities can help people to improve their mental fitness? (*e.g. resilience activities, mindfulness, self-reflection*)
- Why do you think people find it easier to think of ways to become physically fit, rather than mentally fit? (*e.g. it's better understood and more easily explained, it's talked about a lot*)

Assessment & Recommendations

After class, you can use a written test with open questions to assess student's knowledge. It is recommended to use the test from the Annex of this guide as a starting point.

Notes to the lecturer

It is recommended to start the classroom activities with a short lecture about the notions/questions which provide to be most difficult – as revealed by pre-test results.

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Topic 25: Children's Socioemotional Development

*Dr. Eleonora Papaleontiou-Louca
European University Cyprus*

Background and Rationale

Children's Socioemotional Development refers to the social, emotional, ethical and spiritual development of children. The child's perception of self focuses on the shift from the external physical characteristics to the internal psychological ones. The concept of self begins to be built from the time the child is an infant and is usually shaped by the interpretation we give to what the 'important others' believe about us. It can be distinguished into three aspects: a. 'Self-concept' or 'Self-image' is what we believe about ourselves; that is, the cognitive part of one's self. b. 'Self-esteem' is this appreciation and evaluation of ourselves; that is, the emotional part and c. 'Self-presentation' is the way we present ourselves; that is, the behavioural part of the self.

Regarding children's friendships and social competences these are reflected in their ability to connect with other people within social groups and to develop basic social skills that are important for peers' acceptance. Gottman had distinguished five categories of social status according to the popularity of children. First is the category of 'sociometric stars', that is, the especially popular children; then is the category of popular children, who have high-level interactions with peers; then, is the stigmatized children, who have frequent clashes with teachers (some of them are group-leaders but not all of them); another group are children who are ignored (rather than rejected) and finally is the group of rejected children, who are either too aggressive or too withdrawn. The value of forming friendship bonds seems to be based on offering emotional support, they help children in coping with stress.

Regarding social and emotional problems that arise in childhood, there might be observed a kind of behaviour and violation of the rights of others, or a deviant behaviour such as severe and persistent difficulty in complying with rules; an attention deficit disorder (ADHD) where attention deficit disorder coexists with hyperactivity. Bullying is another common problem at school-age children and it appears in about 85% of girls and 80% of boys. As far as the parents' divorce, children at this age, often blame themselves as being responsible for it and may exhibit various psychological adjustment problems, such as anxiety, depression, sleep disorders, phobias and other difficulties. Child abuse and neglect is another crucial problem that is distinguished in physical, emotional/psychological, verbal or sexual. As far as the moral development in children, Kohlberg's and Gilligan's theory a Faith Developmental Theory are discussed (Fowler). At early childhood stage, children have a narrow and limited understanding of God, often imagining God in an anthropomorphic form. Children's faith at this stage is based in God's justice and reciprocity. For example, a child (person) in this stage might think that as long as I offer something that God wants me to, He is also obliged to pay back what I want.

Key concepts

Children's Socioemotional Development, Self-Concept, Self-Esteem, Friendships, Social and Emotional Problems, Bullying, Child Abuse / Neglect, Divorce, Parental Types

Learning objectives

At the end of the module, students should be able to:

- Define very briefly 5 ways that parents and teachers can use to increase children's self-esteem.
- Describe briefly the difference among the terms a) self-concept, b) self-esteem and c) self-presentation.
- Mention two characteristics of the personality of bullies and two characteristics of the personality of victims in the phenomenon of bullying.
- Describe shortly 2 differences between the friendships a. among girls and b. among boys.
- Explain what do we mean by the term 'Important Others'; who are they for a preschool child and how they affect children's self-esteem?

Pedagogical Approaches and Activities

Before class, students will be advised to watch a video entitled *Children's Socioemotional Development* available at YouTube channel *Flipped Methods in Psychology*, to get prepared for the class. They are encouraged to identify at least two characteristics of (middle) childhood and two socioemotional problems of this age.

Additionally, students will be encouraged to complete a short questionnaire (see the Annex of this guide) in order to check their understanding on the video that they saw.

The instructor will then analyse the results of the responses on this questionnaire, and she/he will present them in class for further discussion.

During class, the instructor assigns students in groups, asking them

- a) to suggest ways for promoting self-esteem and then present these suggestions in the whole class. (Activity 1)
- b) Distinguish self- concept from 'self-esteem' and give one example for each one of these terms – presenting them to the whole class (Activity 2).
- c) Develop a 'Bullying scenario' and present it through role-playing to the class, followed by discussion about the feelings of both the bully and the victim and suggesting ways of preventing such events (Activity 3).
- d) Work in pairs explaining to their partner why friendship is important for them. Discussion and conclusions can follow with the whole class (Activity 4).

After class, the instructor will ask the students, if they want to, to complete a post-test (see the Annex of this guide). The instructor will evaluate the completed tests both qualitatively and quantitatively to reflect on the lesson.

Interactive Activities

Activity 1: Group Discussion on Self-Esteem Raising

Aim: To help students' awareness on self-esteem and encouraging them proposing ways for raising it both to themselves and to others.

Participants: Group of 5 students

Duration: 20 minutes

Tools: Oral Discussion and / or Written Activity with pen and paper

Description of activity: During this activity the instructor assigns students in groups, asking them to suggest ways for promoting self-esteem and then present these suggestions in the whole class.

Activity 2: Group discussions

Aim: To distinguish the terms ‘self-concept’ and ‘self-esteem’ and be able to apply these in practice.

Participants: Group of 5 students

Duration: 20 minutes

Tools: Oral Discussion and Written part with pen and paper.

Description of activity: Distinguish self- concept from ‘self-esteem’ and give one example for each one of these terms – presenting them to the whole class.

Activity 3: Role-Playing in a ‘Bullying’ scenario

Aim: The children to put themselves in an imaginary ‘bullying’ scenario, understanding the actors’ feelings and proposing ways of avoiding such behaviors.

Participants: Groups of 5 students.

Duration: 30 minutes

Tools: Themselves as actors, Role-playing

Description of activity: Students are encouraged to develop a ‘Bullying scenario’ and present it through role-playing to the class, followed by discussion about the feelings of both the bully and the victim and suggesting ways of preventing such events.

Activity 4: Expressive Dialogue in Pairs

Aim: To encourage children’s emotional expression, empathy and promote friendships.

Participants: Students in Pairs / Whole Class

Duration: 20 minutes

Tools: Pairs of students, expressive dialogues

Description of activity: The students are encouraged to work in pairs explaining to their partner why friendship is important for them. Discussion and conclusions can follow with the whole class.

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Topic 26: Groups in Social Psychology

*Anita Tóth-Bakos, Tímea Mészáros, Attila Mészáros
J. Selye University, Slovakia*

Background and rationale

The concept of social group is mainly associated with the disciplines of sociology and social psychology. Although terms such as group or social group are commonly used, group membership is a common phenomenon of everyday life, there are several definitions and different understandings of these terms. We can further state that there are many types of groups based on different divisions and professional conceptions of the terms also indicate different types of membership in certain groups. However, we can commonly say that every person is or becomes a member of a number of groups during his or her lifetime and that these memberships change dynamically with changing life, conditions and other circumstances. We can conclude that the above-mentioned theme surrounds our everyday life in a much more colourful, diverse way than it appears at first sight. It is extremely useful to become aware of and rank the groups of which we are members, to realize our position in these groups, and to highlight how these social groups and memberships determine our lives. It is very valuable to note how these groups change throughout our lives, or how our position in certain groups changes.

Key topics

The lesson focuses on the definition of the term social group. A group is a grouping of several people, within the group there is characteristic social interaction and a certain internal structure. The lesson further focuses on the rich and varied categorization of social groups and the characteristics of the social group structure and the existing positions, roles and statuses within this structure.

Learning objectives

At the end of this module

- Students will be able to correctly define and understand the term social group.
- Students will be able to orient themselves to classifications of social groups according to different perspectives
- Students will understand the dynamics and internal structure of social groups.
- Students will be able to navigate the different positions, statuses within the group structure, will correctly understand the concepts of social status, role.

Pedagogical approaches and activities

Pre-class activity

Students will be provided with a video lesson entitled *The Social Psychology of Group Processes*, available at YouTube channel *Flipped Methods in Psychology*.

Students are invited to complete a pre-test called *Groups in Social Psychology*, see the Annex of this guide.

The teacher will evaluate the completed tests both quantitatively and qualitatively, which will enable him/her to prepare and schedule the lesson.

In-class activity, activities recommended during the lesson

The teacher implements and manages prepared activities focused on the topic of the lesson.

Activity 1: Groups of which I am a member

Aims: The activity aims to highlight the diversity of social groups of which an individual is currently a member. At first sight, we are not even aware of the many groups whose membership actively relates to us.

Aims: The main aim of the activity is to draw attention to the importance of membership of certain groups, to highlight the fact that we are members of many more groups than we first think, that some memberships are not of our own choice, that some memberships are influenced by us and others are not. The aim of the activity is also to point out how these memberships influence and shape our daily lives, our personality, our behaviour.

Interactional pattern: individual work

Number of participants: min. 1

Materials, tools: paper and pen for participants to record their answers

Duration of the activity: min. 10 minutes - 5 minutes for the preparation of the list and another 5 minutes for the discussion (the duration of the discussion depends on the number of participants)

Procedure: The teacher will ask the participants to make a list of at least 30 social groups of which they are currently members. It is important to draw attention to the different classifications and types of social groups so that participants can choose from as wide a range of possible groups as possible.

The teacher plays the role of moderator and facilitator in this activity. He/she manages the flow of the activity and continuously gives insights for the selection of memberships based on the classifications, so that the participants can fill the 30-place list. At first glance, creating a list may be a challenge, but with careful and multifaceted thought, the task is easily accomplished. The trainer will also continuously draw attention to those choices where one becomes a member of a particular group automatically or unconsciously, or not by choice.

The activity allows for flexible variation and change of conditions and rules - e.g. the teacher can reduce the size of the list, or formulate specific criteria for selecting groups (e.g. groups related to a free-time activity, external or internal characteristics, demographics, etc.), or can propose a group form of work instead of an individual one, where participants can make suggestions to each other for memberships.

Activity 2: People in boxes

A game based on a YouTube video called "Don't Put People in Boxes".

Focus: The activity focuses on becoming aware of how many groups we belong to and how many people around us are affected by the same membership. The activity aims to illustrate the well-known saying "Don't judge a book by its cover!".

Aims: The aim of the activity is to draw attention to the fact that we judge and categorize people even when we don't know them, and these judgments can be distorted and unrealistic. On the other hand, as we judge, we are also judged by others, perhaps unrealistically.

Interactional pattern: group work

Number of participants: min. 3

Materials, tools: free space suitable for movement, furthermore for the teacher pre-prepared statements, characteristics

Duration of the activity: min. 20 min. (depends on the number of pre-prepared proposals)

Procedure: participants stand to one side of the classroom, the playing area. The teacher reads different statements, characteristics. If the given sentence is true to the participant, he/she goes to the other side of the class, the playing space. Participants move in this way throughout the activity, based on whether or not the current statement is true or false on them.

In the case of this activity, the teacher is the moderator of the activity, managing the progress of the activity. It is necessary to observe the situation carefully and, if necessary, helpfully deal with the reactions of the participants. It is very important to take care to create and maintain a safe, accepting environment, as sensitive topics or statements may make participants feel uncomfortable at first.

The activity gives the opportunity for flexible variation and change of conditions and rules - the teacher can specify the topic or the intention of statements on a certain topic, or can invite participants to propose different statements, characteristics.

Post-class activity

Students complete a test (post-test) called *Groups in Social Psychology* see the Annex of this guide. The teacher evaluates the completed tests both qualitatively and quantitatively to reflect on the lesson.

For the conclusion and summary of the topic with the aim of reflection and providing feedback, it is useful to propose a task, a less formal activity in the spirit of creative work.

Activity: Mentimeter on social group

Mentimeter (www.mentimeter.com) can be used in various ways to assess student learning in the classroom. Here are a few ideas on how to use Mentimeter for assessment at the topic of Social Groups:

- Quizzes: Create a quiz on Mentimeter with multiple-choice or true/false questions to test students' understanding of the topic.
- Formative assessment: Use Mentimeter to assess students' learning during a lesson or activity. Create a survey or poll to ask questions related to the content being covered.
- Exit tickets: Use Mentimeter to gather feedback from students at the end of a lesson or activity. Ask them to share what they learned or what they still have questions about.
- Reflections: Use Mentimeter to have students reflect on their learning. Ask them to share what they found most challenging or interesting during a lesson or activity.

Mentimeter provides real-time feedback that can help you adjust your teaching to better meet your students' needs. The app is also easy to use and can be accessed from any device with an internet connection, making it a convenient tool for classroom assessment.

Notes to the lecturer

With the aim of supplementing knowledge with other relevant information or points of interest, it is possible to recommend the following video materials:

- *What is Social group? Explain Social group, Define Social group, Meaning of Social group*, available at *Audioversity* YouTube channel
- *Communities for Kids - Types of Communities | Social Studies for Kids | Kids Academy*, available at *Kids Academy* YouTube channel
- *Social Groups: Crash Course Sociology #16*, available at *CrashCourse* YouTube channel

Possibly in connection with Activity 2 mentioned above for inspiration, we can recommend or implement the following video materials at the end of the activity:

- *Don't Put People in Boxes*, available at *NewHope Church* YouTube channel
- *All That We Are*, available at *Penn State Student Affairs* YouTube channel
- *You Can't Put People in Boxes | King David*, available at *Zetigon* YouTube channel

Further readings

<https://projects.sjf.edu/media-and-diversity-fall-2020/2020/11/06/dont-put-people-in-boxes/>

<https://open.lib.umn.edu/sociology/chapter/6-1-social-groups/>

<https://www.studysmarter.co.uk/explanations/social-studies/social-relationships/social-groups/>

<https://www.coursesidekick.com/sociology/study-guides/boundless-sociology/types-of-social-groups>

Schaefer, R. T. (2010). *Sociology: A brief introduction* 12th edition. MCGRAW-HILL US HIGHER ED.

Topic 27: Cooperative learning

*Graça Bidarra, Piedade Vaz-Rebelo
University of Coimbra*

Background and rationale

Cooperative learning is a teaching and learning methodology that involves students working in small groups to help each other learn academic content. It consists of two interlinked components: task work and team work. Task work refers to the performance of academic tasks, while team work involves doing them in a group. Cooperation emerges as a way to achieve a goal that individuals could not achieve alone. Positive interdependence is a key feature of cooperative learning, which involves the interdependence of purposes, tasks, resources, and environment/space. Cooperative learning takes place not only when group members work towards a common purpose, but also when each member is responsible for the success or failure of the group.

The learning environment for cooperative learning is characterized by democratic processes and active roles for students in deciding what should be studied and how. The teacher may provide a high degree of structure in forming groups and defining overall procedures, but students are left in control of the minute-to-minute interactions within their groups. It is necessary to teach students social skills essential to group work, such as praising, encouraging, asking for help, communicating clearly, accepting differences, listening, helping others, and motivating students to use them.

Cooperative learning is a structured activity where students develop academic skills and relationships of solidarity and mutual help. Arends (2012) described six phases involved in a cooperative learning lesson, including the teacher setting the goals of the lesson, presenting information, organizing students into study teams, assisting students in accomplishing interdependent tasks, presenting the group's end product or testing what students have learned, and recognizing group and individual efforts.

There are different structures and syntaxes for cooperative learning, including jigsaw, cooperative scripting, think-pair-share, group investigation.

- Jigsaw involves assigning students to five- or six-member heterogeneous study teams, dividing the content into subtopics, and having each group member become responsible for learning a subtopic. New groups are formed that bring together students responsible for analysing a particular topic, and each "expert participant" returns to the original group to share their knowledge. A quiz is used to test what students have learned.
- Cooperative scripting involves students working in small groups or reciprocal pairs, reading a part of the text, and trying to repeat the information without looking at the text. The other member comments on the previous member's activity without looking at the text, and both members work on the information together. They swap roles and repeat as many sections of the text as there are sections.
- Think-Pair-Share involves pairing each student with another student or a small group, completing a short presentation or reading an assignment or puzzling situation, sharing and discussing the topic with a partner, and expanding to a whole-class discussion.
- In group investigation, students can be involved in planning both the topics for study and the ways to proceed with their investigations. Five- or six-member heterogeneous groups are formed, either by the teacher or by the students, and students select topics

for study, pursue in-depth investigations of chosen subtopics, and prepare and present a report to the whole class.

Cooperative learning has several advantages, and it was already present in pedagogical approaches from the 19th century. These advantages include increased student motivation and engagement, improved critical thinking skills, higher achievement and retention of material, increased self-esteem and social skills, and better relationships with peers and teachers. It also fosters a sense of community and collaboration among students.

Key topics

The module focuses on cooperative learning and its essential components, defining the roles of both teachers and students. It also covers the various phases involved in a cooperative learning lesson and explores different cooperative learning strategies.

Learning objectives

At the end of this module students should be able to:

- Describe key characteristics of cooperative learning
- Identify representatives of cooperative learning
- Work effectively in small groups to achieve a common academic goal, demonstrating positive interdependence and responsibility for both individual and group success.
- Identify social skills essential to group work, such as praising, encouraging, asking for help, communicating clearly, accepting differences, listening, helping others, and motivating peers.
- Describe the main phases of a cooperative lesson.
- Characterize different cooperative learning strategies, such as jigsaw, cooperative scripting, Think-Pair-Share, and group investigation, to facilitate their own learning and that of their peers.
- Analyse benefits of cooperative learning in terms of academic achievement, social relationships, and personal growth.

Pre-Lesson Activity – at home

- Students will be provided with a video lesson entitled Cooperative learning available at: *Flipped Methods in Psychology* YouTube channel
- Students will complete a pre-test (see Annex)
- The teacher will evaluate the completed tests quantitatively, which will enable her to prepare and schedule the lesson.

Interaction pattern

Activity 1. Jigsaw

Aims: To experience Jigsaw and to know about different cooperative learning strategies.

Interaction pattern: Working in group

Number of participants: minimum 15

Materials and tools: Paper, pencil.

Duration of the activity: 45 minutes but it depends on the number of participants.

Procedure: Jigsaw is implemented in order to analyse different cooperative learning strategies. In this scope students are assigned to five- or six-member heterogeneous study teams. Five cooperative learning strategies are presented to each group that divides the content in subtopics. Each element of the group becomes responsible for learning a subtopic, then mix with students from other groups who have studied the same subtopic to form a new group where each member is an expert in a different area. This is called an 'expert group' as it is aimed to analyse in depth the particular subtopic. Following, each 'expert participant' returns to the original group and shares the knowledge created.

A quiz is used to test what students have learned.

Activity 2. Think-Pair-Share

Aims: To experience Think-Pair-Share and to identify advantages and challenges of cooperative learning.

Interaction pattern: Individual work, working in pairs, the whole class

Number of participants: minimum 2

Materials and tools: Paper, pencil.

Duration of the activity: 30 minutes but it depends on the number of participants.

Procedure: Ask students to think about an advantage of cooperative learning, and then pair up with a partner to share their ideas. After sharing, the pairs can discuss their ideas and come up with a combined response to share with the class. The process is revisited, this time taking into account the challenges associated with cooperative learning.

Post-class activity - after the lesson

- Students complete a post-test (see Annex)
- The teacher evaluates the completed tests both qualitatively and quantitatively to reflect on the lesson.

Assessment & Recommendations

Assessment involves various indicators, including the pre and post-tests, results in the quiz, and teacher notes. In addition, students are asked to complete a questionnaire that focuses on video evaluation.

Assessment should be a holistic process that takes into account various indicators to evaluate student learning and progress.

Furthermore, the use of video evaluation and questionnaires allows students to provide feedback on their learning experience. This feedback can help teachers understand what is working well in the class and identify areas for improvement. By involving students in the assessment process, they are given a voice and are able to contribute to the development of the learning experience.

Notes to the lecturer

The teacher can choose the activities that best suit the class, taking into account the available time. The teacher can also use the available time wisely to ensure that students are able to complete the activity within the allotted time frame.

Further readings

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- Arends, R. I. (2012). *Learning to teach* (9th edition). Boston, MA: McGraw-Hill.
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- Knight, J. (2013). *High impact instruction: A framework for great teaching*. Sage Publications: Thousand Oaks, LA, USA, 2013.19.
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- Joyce, B. & Weil, mM. (2003). *Models of teaching*. Prentice.Hall of India New DeIMI-110001
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- Deutsch, M., Khatr, N., Mitchell, V., Tepavac, L., Zhang, Q., Weitzman, E. A., Lynch, R. (1992). *The Effects of training in cooperative learning and conflict resolution in an alternative High School*. International Center for Cooperation and Conflict Resolution, Box 53, Teachers College, Columbia University, New York, NY <https://eric.ed.gov/?id=ED359272>
- Slavin, R.E. (1995). *Cooperative learning: Theory, research, and practice* (2nd edition). Boston: Allyn & Bacon

Topic 28: Identity

*Piedade Vaz-Rebelo, Graça Bidarra
University of Coimbra*

Background and rationale

The construction of identity is a complex process that starts from birth and continues throughout life. Identity has been studied in various areas such as psychology, philosophy, art, education, and health. Erik Erikson is one of the most influential authors on the theme of identity, known for developing the concept of the "identity crisis". He proposed a theory of human development that describes the evolution of the ego through a series of stages, and the epigenesis of identity. Erikson's theory is unique in that it combines biological and social aspects, and takes into account cultural, social, and historical factors.

The life cycle theory proposed by Erikson consists of eight stages of development, each characterized by a crisis that needs to be resolved for development to occur. The stages include trust versus mistrust, autonomy versus shame and doubt, initiative versus guilt, competence versus inferiority, identity versus identity confusion, intimacy versus isolation, generativity versus stagnation, and ego integrity versus despair. The resolution of each crisis builds on the resolution of the previous one, and the failure to resolve a crisis can have negative effects on the development of the individual.

Identity construction begins with the development of trust versus mistrust in infancy, which is related to the quality of the relationship with the caregiver figure. Autonomy versus shame and doubt is the next crisis, and it focuses on the child's exploration of the world and the development of a sense of self. The psychosocial crisis during the initiative versus guilt stage involves the development of a sense of initiative and accomplishment versus feelings of guilt and inferiority. This stage is related to school, and the element of identity that is developed during this stage is a sense of competence.

Adolescence is a period of significant identity development, and the identity crisis is a normative crisis that occurs during this time. The crisis involves a search for a coherent sense of self and a place in society. Adolescents must balance their own needs and desires with the expectations and demands of society. Failure to resolve the crisis can lead to identity confusion, negative self-image, and a lack of direction in life.

Identity development continues into adulthood, with the psychosocial crisis during the intimacy versus isolation stage involving the development of close relationships and the ability to commit to others. The generativity versus stagnation stage involves a concern for future generations and the ability to contribute to society. Finally, the ego integrity versus despair stage involves a reflection on life and a sense of satisfaction or regret.

Overall, identity construction is a lifelong process that involves the interaction between individual and social factors. Erikson's life cycle theory provides a framework for understanding the different stages of development and the crises that need to be resolved for identity development to occur. The theory emphasizes the importance of cultural, social, and historical factors, as well as the role of relationships in the construction of identity.

Key topics

The module focuses into the concept of identity and explores the theory of psychosocial development developed by E. Erikson. It examines related concepts such as the epigenetic principle, psychosocial crises, identity achievement, moratoria, identity foreclosure, and

identity confusion. Through this analysis, the module aims to provide a comprehensive understanding of the process of identity construction.

Learning objectives

At the end of this module students should be able to:

- Explain the concept of identity as described by Erik Erikson and its importance in psychological development.
- Explain Erikson's epigenetic principle and how it relates to the development of identity.
- Analyse the role of social and cultural factors in the development of identity.
- Describe the main characteristics of the eight stages of psychosocial development and the psychosocial crises associated with each stage.
- Analyse how early experiences of trust versus mistrust, autonomy versus shame and doubt, and initiative versus guilt shape an individual's sense of self and identity.
- Compare and contrast different identity statuses, including identity achievement, foreclosure, moratorium, and diffusion.
- Identify the differences between identity confusion and identity diffusion and how they relate to psychological well-being.
- Apply Erikson's theory of psychosocial development to real-life scenarios, such as understanding the challenges faced by adolescents in developing a sense of identity.

Pedagogical approaches and activities

Pre-class activity - activities at home

- Students will be provided with a video lesson entitled *Identity*, available at *Flipped Methods in Psychology* YouTube channel
- Students will complete a pre-test (see Annex)
- The teacher will evaluate the completed tests quantitatively, which will enable her to prepare and schedule the lesson.

In-class activity, activities during the lesson

Activity 1. Concept mapping

Aims: To understand the theory of psychosocial development proposed by Erikson.

Interaction pattern: Group discussion

Number of participants: minimum 4

Materials and tools: Paper and pencil

Duration of the activity: 30 minutes but it depends on the number of participants.

Procedure: After watching the video *Identity*, students in group of 4 elements create a concept map that illustrates the key components of Erikson's theory of identity and allows to visualize the relationships between concepts.

Activity 2. Reflective writing

Aims: To make connections between theory and their own experiences.

Interaction pattern: Individual work

Number of participants: minimum 1

Materials and tools: Paper and pencil

Duration of the activity: 30 minutes but it depends on the number of participants.

Procedure: Ask students to write a reflective essay on how Erikson's theory of identity and Marcia's conceptualization of identity status relate to their own personal development.

Activity 3. Role play

Aims: This activity encourages creativity and can help students apply theory to real-life situations.

Interaction pattern: Group work

Number of participants: minimum 4

Materials and tools: Paper, pencil and materials needed to the scenario

Duration of the activity: 30 minutes, but it depends on the number of participants.

Procedure: Students create and act out scenarios that illustrate the various status of Marcia's theory of identity.

Activity 4. Case studies

Aims: This activity encourages creativity and can help students apply theory to real-life situations.

Interaction pattern: Group work and discussion

Number of participants: minimum 4

Materials and tools: Paper, pencil, cases

Duration of the activity: 30 minutes but it depends on the number of participants and cases.

Procedure: Provide students with case studies that illustrate the challenges individuals face in developing a sense of identity. In groups of 4 elements, students analyse the case studies and discuss how Erikson's theory of identity applies to each case.

Post-class activity - after the lesson

- Students complete a post-test (see Annex)
- Students also produce a summary of the lesson, including characterizing key-topics, describing what did they learn and suggestions for improvement.
- The teacher evaluates the completed tests both qualitatively and quantitatively to reflect on the lesson.

Assessment & Recommendations

Assessment involves various indicators, including the pre and post-tests, summary of the lesson, results in the final exam, and teacher notes. In addition, students are asked to complete a questionnaire that focuses on video evaluation.

Assessment should be a holistic process that takes into account various indicators to evaluate student learning and progress.

Furthermore, the use of video evaluation and questionnaires allows students to provide feedback on their learning experience. This feedback can help teachers understand what is working well in the class and identify areas for improvement. By involving students in the assessment process, they are given a voice and are able to contribute to the development of the learning experience.

Notes to the lecturer

The teacher can choose the activities that best suit the class, taking into account the available time. The teacher can also use the available time wisely to ensure that students are able to complete the activity within the allotted time frame.

Further readings

Erikson, E.H. (1950). *Childhood and Society*. New York:Norton.

Erikson, E.H. (1968). *Identity: Youth and Crisis*. New York: Norton.

Marcia, J.E. (1980). Identity in adolescence. In J. Andelson (Ed.), *Handbook of adolescent psychology*. New York: Wiley.

Ragelienė T. (2016). Links of Adolescents Identity Development and Relationship with Peers: A Systematic Literature Review. *J Can Acad Child Adolesc Psychiatry*. 25(2):97-105. PMID: 27274745; PMCID: PMC4879949

Waterman, A.S. (1985). Identity in the context of adolescent psychology. In A.S. Waterman (Ed.), *Identity in adolescence: Progress and contents: (New directions for child development, No.30)*. San Francisco: Jossey-Bass.

Woolfolk, A.E. (1987). *Educational Psychology*, (3rded.). New Jersey: Simon and Schuster.

Topic 29: Expectations in the classroom: The Pygmalion effect

*Graça Bidarra, Piedade Vaz- Rebelo
University of Coimbra*

Background and rationale

Expectations in the school context are a central topic in the fields of psychology and education. One particular area of interest is the "Pygmalion Effect," which examines how teachers' expectations of their students can significantly impact academic performance. This is considered a self-fulfilling prophecy, a concept that was first proposed by sociologist Robert Merton and later studied by psychologist Robert Rosenthal and school principal Lenore Jacobson in the school context, in the 1960s. Rosenthal's study, known as "Pygmalion in the Classroom," demonstrated that students who were expected to show intellectual gains by their teachers demonstrated greater intellectual gains than those who were not.

Several questions were analysed regarding the Pygmalion Effect, including whether teacher expectations influence students' achievement, which factors inhibit or facilitate this effect, and how expectations are processed and transmitted. It is considered a cascade effect, in which the teacher's differential behaviour influences the student's self-concept, motivation, and level of aspiration, ultimately leading to the student conforming to the expectations set for them. Subsequent studies investigated factors that may affect the effect size and the processing of expectations, namely individual characteristics of the student and the agent of expectations, the goals of the relationship, and situational variables like transitions or new situations. Rosenthal identified four factors that teachers tend to do differently for students for whom they have more favourable expectations, including creating a warmer climate, namely when using nonverbal channels of communication teaching more material, giving more opportunity for answering, and providing more feedback. The Pygmalion Effect suggests that people can achieve more when expected to do so, and it highlights the importance of positive expectations in educational and social settings.

Key topics

The module focuses on characterizing concepts such as the expectation effect or the Pygmalion effect, self-fulfilling prophecies, and describing the research carried out by Rosenthal and Jacobson. Additionally, the module explores factors that contribute to explaining the influence of expectations on academic achievement.

Learning objectives

At the end of this module students should be able to:

- Understand the concept of the self-fulfilling prophecies, its origins, and its implications for education and psychology.
- Analyse the key findings of the Pygmalion in the classroom research and its impact on subsequent research in this area.
- Evaluate the role of teacher expectations in student achievement and how these expectations can be either positive or negative.
- Identify the moderators' factors that influence the Pygmalion effect.
- Describe the four factors proposed by Rosenthal to explain how teacher expectation may influence students' academic achievement.

Pedagogical approaches and activities

Before class: Students should watch the *Expectations* video before class, available at YouTube channel *Flipped Methods in Psychology*

Students are also asked to complete a pre-test called *Expectations* (see the Annex of this guide). The teacher will evaluate the completed tests quantitatively which will enable him/her to prepare and schedule the lesson.

Activities recommended during the lesson

Activity 1. Jigsaw to analyses expectations

Aims: The teacher presents four open questions about the topic expectations in the classroom and Pygmalion effect research to be analysed by students in group. The teacher proposes to work following Jigsaw strategy. This is a cooperative learning strategy originally proposed by Aronson and his colleagues in 1971. It aims to promote students' cooperation, taking ownership of their learning and developing a deep understanding of a specific topic. It also aims to promote communication and teamwork skills, allowing for students to learn from one another

Time: 30 minutes

Materials and tools: sheet of paper, pencils

Procedure: Students are placed into heterogeneous study groups of four members. The questions are then presented and each member of the group is assigned a subtopic to become an expert on, with the aim of gaining in-depth knowledge on their specific area. Once the expert knowledge has been acquired, new groups are formed that bring together students who have become experts on the same subtopic. This is called the 'expert group' and the students work together to analyse and discuss the subtopic in detail. After this analysis, each 'expert participant' returns to their original group and shares the knowledge they have acquired with the rest of the group. Students complete individually a quiz where the result contributes to the group result.

Activity 2. Simulation about the expectation effect

Aims: This simulation activity aims participants to experience the expectation effect first-hand and reflect on its impact on their performance. It can be a powerful way to illustrate the importance of managing expectations in the classroom and in other contexts.

Time: 45 minutes

Materials and tools: depend on the tasks

Procedure: The teacher divides the class into two groups, Group A and Group B. Each group will have equal number of participants. Assign a task to both groups. The task can be anything from solving a mathematical problem, writing a short story, or building a tower using a set of materials. Make sure that the task is challenging enough to require effort and focus. Before starting the task, tell Group A that they have been selected for their exceptional skills and abilities, and that they are expected to perform exceptionally well on the task. On the other hand, tell Group B that they have been selected randomly, and there are no expectations regarding their performance. Allow both groups to work on the task for a set amount of time, say 20-30 minutes. At the end of the time, collect the results of both groups. You can use objective measures to evaluate the performance, such as the height of the tower, the number of correct answers, or the quality of the story.

Debrief the activity by asking participants to reflect on their experience. How did the expectations affect their performance? Did Group A feel pressure to perform well? Did Group B feel less motivated? Did the expectations affect the quality of their work?

Assessment & Recommendations

After class students complete a test (post-test) called *The Expectation effect* (see the Annex of this guide)

Students also write a summary of the lesson, including characterizing key-topics, describing what did they learn and suggestions for improvement.

The teacher evaluates the completed tests both qualitatively and quantitatively to reflect on the lesson.

Assessment involves various indicators, including the pre and post-tests, summary of the lesson, case analysis, results in the final exam, and teacher notes. In addition, students are asked to complete a questionnaire that focuses on video evaluation.

Assessment should be a holistic process that takes into account various indicators to evaluate student learning and progress. By involving students in the process, teachers can gain valuable feedback and insights into the effectiveness of the teaching methods and materials used. By incorporating different indicators, the teacher can gain a more comprehensive understanding of each student's learning progress and achievements. The post-test can help to evaluate the effectiveness of the lesson and identify areas where students may require additional support. The summary of the lesson and teacher notes can provide valuable insights into how the class performed and where improvements can be made.

Furthermore, the use of video evaluation and questionnaires allows students to provide feedback on their learning experience. This feedback can help teachers understand what is working well in the class and identify areas for improvement. By involving students in the assessment process, they are given a voice and are able to contribute to the development of the learning experience.

Notes to the lecturer

It is recommended to start the classroom activities with the notions/questions with most erroneous answers.

You can include tables, or other material to explain the content of the video presentation more thoroughly

Further readings

Arends, R. I. (2012). *Learning to teach* (9th edition). Boston, MA: McGraw-Hill.

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Topic 30: Metacognition

*Piedade Vaz-Rebelo, Graça Bidarra, University of Coimbra
Eleonora Papaleontiou-Louca, European University of Cyprus*

Background and rationale

Metacognition is a complex and multifaceted concept that has been studied from various perspectives and disciplines. It can be traced back to ancient Greece and has gained significant attention in the past four decades. The term metacognition was introduced by psychologist John H. Flavell, who is considered the "father of the field." Metacognition has become a prominent focus of research in psychology and is studied in developmental psychology, experimental and cognitive psychology, educational psychology, social cognition, clinical psychology, neuropsychology, and animal metacognition.

Defining metacognition is challenging, and there is no universally accepted definition. However, it is generally described as thinking about thinking and the monitoring and regulation of thinking. Metacognitive knowledge involves understanding how one's mind works and the conscious feelings that may occur during cognitive activities. Metacognitive processes refer to the ability to plan, monitor, and evaluate one's own cognitive activity. Metacognition has expanded beyond cognitive aspects and now includes affective states, motives, intentions, and the conscious monitoring and regulation of these psychological phenomena.

Within metacognition, a distinction is made between metacognitive knowledge (knowing about what one knows) and metacognitive processes (knowing how to regulate what one knows). Metacognitive knowledge encompasses understanding the functioning of cognitive processes, while metacognitive processes involve deliberate orchestration and regulation of cognitive functions. Self-regulation processes within metacognition include planning, monitoring, and evaluating cognitive activities, as well as executive processes and strategies.

One of the main goals of education is to promote self-regulated learning in students, enabling them to develop thinking skills and strategies that they can apply throughout their lives. Self-regulated processes involve steps such as planning, monitoring, and evaluating. Planning includes identifying problems, scheduling strategies, and using trial and error approaches. Monitoring involves checking one's knowledge, asking questions, testing, revising, and rescheduling learning strategies. Evaluation occurs at the end of the process, comparing the outcome to criteria of efficiency and effectiveness.

Effective learners are often those who are self-regulating, meaning they have the ability to accurately assess their own knowledge and direct their learning towards unknown areas. Metacognition plays a crucial role in motivation, learning, academic success, problem-solving, critical thinking, creativity, and other cognitive competencies.

In summary, metacognition is a broad and essential concept in various fields of study. It encompasses thinking about thinking, monitoring, and regulating cognitive processes, as well as affective and motivational states. Metacognitive knowledge and processes are key to self-regulated learning and play a vital role in academic success and the development of cognitive skills.

Key topics

The module focuses into the concept of metacognition, analysing its components, as metacognitive knowledge and processes, as well as skills and strategies to promote self-regulated learning.

Learning objectives

At the end of this module students should be able to:

- Understand the concept of metacognition
- Identify components of metacognition, including metacognitive knowledge and processes.
- Describe the benefits of developing metacognitive skills in improving learning.
- Identify one's own metacognitive abilities and areas for improvement.
- Develop and implement metacognitive skills, such as planning, monitoring, and evaluating one's own cognitive activities.

Pedagogical approaches and activities

Pre-lesson activity – at home

- Students will be provided with a video lesson entitled *Metacognition* available at *Flipped Methods in Psychology* YouTube channel
- Students will complete a pre-test (see Annex)
- The teacher will evaluate the completed tests quantitatively, which will enable her to prepare and schedule the lesson.

In-class activity, activities during the lesson

Activity 1. Exploring Metacognition Knowledge and Processes

Aims: To identify and understand the knowledge and processes involved in metacognition.

Interaction pattern: In pairs, group work, class discussion

Number of participants: minimum 2

Materials and tools: Paper, pencil, chart or table templates

Duration of the activity: 50 minutes but it depends on the number of participants.

Procedure: The activity begins with a class discussion about the concept of metacognition and the knowledge and processes involved. Teacher can ask questions such as: What does it mean to think about your own thinking? How does being aware of your cognitive processes affect your learning? Can you think of any examples of metacognition knowledge or processes?

After the class discussion, the students are divided into small groups or pairs for the group activity. The teacher provides each group with a chart or table template, or instruct them to create their own with two columns: "Metacognition Knowledge" and "Metacognition Processes." Students brainstorm and list examples of metacognition knowledge in the first column. The teacher must encourage them to think about their own experiences as learners and consider examples such as understanding different learning styles, recognizing the importance of self-assessment, or knowing effective study techniques. In the second column, students should list the different metacognition processes mentioned earlier: planning, monitoring, evaluating, reflecting, and regulating. Ask them to develop brief descriptions or explanations for each process.

Once the groups have finished, each group share their examples and explanations for both metacognition knowledge and processes the whole and the class compare and contrast the examples shared by different groups.

Activity 2. Reflecting in pairs: How do I learn better?

Aims: To reflect on thinking and learning processes and identify areas for improvement

Interaction pattern: In pairs

Number of participants: minimum 2

Materials and tools: Paper and pencil

Duration of the activity: 20 minutes but it depends on the number of participants.

Procedure: Students reflect individually on their thinking and learning processes. Each student identifies areas strengths and weaknesses. They share their reflection with a colleague and they analyse how to improve their own learning. Specific strategies for each one are established.

Activity 3. Activating prior knowledge

Aims: To reflect on the role of prior knowledge on the process of knowledge construction.
Strategies to identify prior knowledge

Interaction pattern: Individual, in pairs, discussion

Number of participants: minimum 2

Materials and tools: Paper and pencil

Duration of the activity: 45 minutes but it depends on the number of participants.

Procedure: The teacher will provide a list of words and task students with formulating questions about each word to explore their knowledge gaps. Some of the words may be intentionally invented. Each student will present their questions, and the differences between questions about known words and invented words will be analysed. This analysis will help students recognize the unique challenges and thought processes involved in questioning unfamiliar or invented terms. Through this activity, students will develop a heightened awareness of the crucial role of prior knowledge in the learning process. They will come to realize that their existing knowledge forms the foundation for acquiring new information, and they will understand the significance of activating their prior knowledge to enhance comprehension.

The teacher will introduce effective strategies for identifying prior knowledge and demonstrate how to connect new information to existing knowledge. Students will learn techniques such as activating schema, making associations, and drawing upon personal experiences to facilitate meaningful learning experiences. In pairs, they will explain one strategy and will give an example.

To further consolidate their understanding, students will have the opportunity to select a topic of interest and create a comprehensive concept map, using subtopics provided by the teacher. They will identify and categorize concepts they are already familiar with and those they have yet to explore.

Activity 4. Promoting self-regulated learning

Aims: To know and implement dimensions of self-regulated learning

Interaction pattern: Individual, in pairs

Number of participants: minimum 2

Materials and tools: Paper and pencil

Duration of the activity: 45 minutes but it depends on the number of participants.

Procedure: In pairs, students will plan and implement an activity considering components of self-regulated learning, namely:

- Setting specific goals: involves identifying specific, measurable, achievable, relevant, and time-bound (SMART) goals, and working towards achieving them. This process can help individuals focus their thinking and learning processes
- Planning: involves breaking down larger tasks into smaller, manageable steps, and creating a timeline for completing those steps. Developing a plan can help individuals organize their thinking and learning processes
- Monitoring: involves paying attention to one's own thinking and learning processes and evaluating their effectiveness. Monitoring can help individuals identify when they need to adjust their strategies.
- Evaluation: involves reflecting on the effectiveness of one's thinking and learning processes and identifying areas for improvement. It can help individuals identify areas for improvement.

Post-class activity, activity after the lesson

- Students complete a post-test (see Annex)
- Students also produce a summary of the lesson, including characterizing key-topics, describing what did they learn and suggestions for improvement.
- The teacher evaluates the completed tests both qualitatively and quantitatively to reflect on the lesson.

Assessment & Recommendations

Assessment involves various indicators, including the pre and post-tests, summary of the lesson, results in the final exam, and teacher notes. In addition, students are asked to complete a questionnaire that focuses on video evaluation.

Assessment should be a holistic process that takes into account various indicators to evaluate student learning and progress.

Furthermore, the use of video evaluation and questionnaires allows students to provide feedback on their learning experience. This feedback can help teachers understand what is working well in the class and identify areas for improvement. By involving students in the assessment process, they are given a voice and are able to contribute to the development of the learning experience.

Notes to the lecturer

The teacher can choose the activities that best suit the class, taking into account the available time.

The teacher can also use the available time wisely to ensure that students are able to complete the activity within the allotted time frame.

Further readings

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TEACHING PSYCHOLOGY IN FLIPPED CLASSROOM SETTINGS

A GUIDE FOR IN-CLASS ACTIVITIES

ANNEX

Developing Flipped Methods for Teaching (DFM) –
Erasmus+ Strategic Partnership for Higher Education Project



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The information in this publication does not necessarily reflect the opinion of the European Union.

Stress and Coping: Pre-test

Dear Student, we kindly ask you to complete this questionnaire on the topic: "Stress and Coping".

1. How can be stress defined?

Поставете отметка на всички, които важат.

- prolonged loss reaction
- general adaptation syndrome
- type of maladaptation

2. What are the main stages of stress according to Hans Selye's stress theory?

Поставете отметка на всички, които важат.

- alarm
- resistance
- loss of reaction
- exhaustion
- coping

3. According to Lazarus's stress theory, secondary appraisal means:

Поставете отметка на всички, които важат.

- A. A person judges a challenge or threat (stressors)
- B. A person judges his/her own personal resources to address the threat and manage the situation

4. Which of the following symptoms of stress are not cognitive

Поставете отметка на всички, които важат.

- impaired attention
- depressed mood
- hesitation
- low self-esteem
- constant negative thoughts

5. What type of people are less vulnerable to stress:

Поставете отметка на всички, които важат.

- A. With low self-esteem
- B. With internal locus of control
- C. Personality type A
- D. With a sense of coherence

6. What does distress mean?

Поставете отметка на всички, които важат.

- A. the first stage of stress
- B. positive stress
- C. pathogenic state of stress

7. What are the signs of the 'burnout' syndrome?

Поставете отметка на всички, които важат.

- A. You put in too much effort
- B. You feel drained and helpless
- C. You have less energy
- D. It's hard to put in any effort

8. Which strategies DO NOT belong to problem-focused coping?

Поставете отметка на всички, които важат.

- A. Planning and organizing
- B. Work on managing time
- C. Avoidance
- D. Ask for support
- E. Reframing the stressful situation
- F. Take a bath/shower

Stress and Coping - Post-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic of "Stress and Coping".

1. How can you define stress ?

2. What does a secondary appraisal of stress mean?

3. What personal characteristics make people more vulnerable to stress?

4. Name 4 main coping strategies

5. Name stressors that can't be under control

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Problem solving - Pre-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic of "Problem solving".

1. People with creative thinking have some of the following characteristics. Please tick them (4 correct answers):

Поставете отметка на всички, които важат.

- divergent thinking
- convergent thinking
- low productivity
- high productivity
- nonconformity
- conformity
- rigidity
- flexibility

2. How does the problem-solving cycle begin (1 correct answer):

Отбележете само едно кръгче.

- A. by defining the problem;
- B. with the organization of information
- C. identifying the problematic situation
- D. by organizing resources to solve the problem

3. What are the characteristics of well-structured problems? (1 correct answer):

Отбележете само едно кръгче.

- well defined and contain guidelines leading to their solution
- poorly defined and do not contain guidelines leading to their solution

4. Insight is mainly used for (1 correct answer):

Отбележете само едно кръгче.

- A. well-structured problems
- B. poorly structured problems
- C. no matter how the problems are structured

5. Convergent thinking in the problem-solving process is used to find (1 correct answer):

Отбележете само едно кръгче.

- A. several alternative solutions
- B. only one right solution
- C. both

6. What do you think is "fixation" (1 correct answer)?

Отбележете само едно кръгче.

- A. obstacle to problem-solving
- B. using the same solution in different problematic situations
- C. striving to successfully deal with problems at all costs

7. Definition of the term "heuristics" concerning problem-solving is (1 correct answer):

Отбележете само едно кръгче.

- Previous solutions to similar problems, from which we choose the most appropriate solution to the current problem
- Mental intuitive shortcuts leading to the solution of the problem.
- The first solution to the problem that we manage to find.

8. Mark the heuristics in problem-solving that you recognize (4 correct answers):

Поставете отметка на всички, които важат.

- A. identify the problem and reach an insight
- B. work forward
- C. generate and test
- D. brainstorming
- E. problem definition and divergent thinking
- F. trial and error
- G. work backward
- H. problem definition and convergent thinking
- I. analysis of means and goals

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Problem solving - Post-test

Dear Student, you have watched the video lesson on the topic: "Problem solving". Now you are kindly asked to complete this questionnaire.

1. What are the characteristics of the problematic situations?

2. What strategies do you use to deal with problems?

3. In your opinion, what is the role of expert knowledge in solving problems?

4. What kind of people are more successful in finding solutions to problematic situations: experts or novices in the field? Would you give arguments in support of your position?

5. Can we trust the sudden appearance of the solution in the mind known as insight? Please, give an example of solving a problem through insight!

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THEORY OF MIND PRE-TEST

Dear Students, you are kindly asked to complete the following questionnaire on the topic of 'Theory-of-Mind'.

1. Which of the following phrases best describes what 'Theory of Mind' is:

Να επισημαίνεται μόνο μία έλλειψη.

- The theory developed so as to make children less egocentric and more cooperative.
- The difficulty one has to see and understand each other's point of view.
- The ability one has to attribute mental states to ourselves and others.
- The effort a person puts in order to interpret behaviour.

2. Which of the following is not a reason for a child's success at a 'False-Belief' task?

Να επισημαίνεται μόνο μία έλλειψη.

- Children are able to remember and reflect on previous beliefs.
- Children understand that desires are objective experiences among people.
- Children understand that we are acting on the basis of the representations
- Children understand that there may be different representations of the same object among people with different experiences.

3. False-Belief tests' basic goal is to assess:

Να επισημαίνεται μόνο μία έλλειψη.

- if children can distinguish between their own thoughts from those of others
- if children can cheat others
- if children have empathy towards others
- if children distinguish reality and fraud

4. Children who succeed in False-belief tasks believe that:

Να επισημαίνεται μόνο μία έλλειψη.

- people act on the state of the real world
- people have conflicting beliefs
- people act on the basis of what others believe for them
- people act on the basis of their mental states

5. Which of the following is not a reason for a child's failure at a 'False-Belief' task?

Να επισημαίνεται μόνο μία έλλειψη.

- lack the ability to recognize that people's thoughts may differ from their own
- lack of understanding of the permanent-object conception
- tests might require understanding of communication conventions
- test might require understanding of a difficult wording of questions

6. Which of the following is not a stage in the Development of Theory of Mind?

Να επισημαίνεται μόνο μία έλλειψη.

- Children understand that mental states and these lead to behavior.
- Children recognize that the mind is different from the physical world
- Children learn that the mind represents events accurately.
- Children understand that the mind mediates in the interpretation of reality

7. Which of the following is not a consequence due to lack of Theory of Mind?

Να επισημαίνεται μόνο μία έλλειψη.

- Lack of ability for mental imagination
- Difficulty in 'pretense game'
- Lack of discrimination between actions of self and actions of others
- Difficulty in cheating

8. Which of the following is not a factor affecting children's success in Theory of Mind tests?

Να επισημαίνεται μόνο μία έλλειψη.

- Family size
- The parenting style in the family
- The nature of family members' conversations
- The quality of child-parent attachment

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Theory of Mind POST-TEST

Dear students, please kindly answer the following short questions.

1. How would you define 'Theory of Mind'?

2. How can we assess Young Children's Theory of Mind?

Please name 3 tests and describe one of them.

3. Give 2 possible indications for abilities children might possess when they succeed in False-Belief Tests.

4. What might be 2 possible explanations for young children's failure in False - Belief Tests?

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Child and Adolescent Mental Health: Pre-test

Please, answer the following questions.

1. Mental health affects:

Mark only one oval.

- Thoughts
- Feelings
- Behaviours
- All of the above

2. Children' and adolescents' mental health is associated with their quality of life.

Mark only one oval.

- True
- False

3. Which of the following characteristics describe child and adolescent mental health:

Check all that apply.

- Ability to adapt in different situations
- Having lot of toys
- Family cohesion
- Living with two parents
- Mental Resilience
- Being good at school

4. In order to be able to distinguish abnormal and normal behaviours, we have to assess:

Mark only one oval.

- Child's developmental stage
- Child's performance
- Existence of dysfunctions
- All of the above

5. Approximately, what is the percentage of children and adolescents who suffer from mental disorders and/or facing mental issues?

Mark only one oval.

- 5%
- 10%
- 20%
- 30%

6. Family is a crucial cause of youth's mental disorders when:

Mark only one oval.

- There is lack of trust
- Family members communicate well
- Parents respond to youth's needs
- Family is characterised by adaptability

7. What is the most common mental health disorder adolescents' face?

Check all that apply.

- Anxiety
- Depression
- Suicide
- Autism
- Obesity
- Conflicts with peers
- Attention Deficit and Hyperactivity Disorder

8. Which of the following factors can increase the possibilities on a child and/or adolescent to develop psychopathological problems?

Mark only one oval.

- Parent psychopathology
- Bullying
- Brain abnormal development
- All of the above

9. Which of the following factors can affect positively children's and adolescents' mental health?

Check all that apply.

- Supportive family environment
- Having many friends
- Enjoy playing
- Having space to take initiatives
- Have the opportunity to go to school
- Feel safe

Child and Adolescent Mental Health: Post-test

Please, answer the following questions by providing your answer.

1. What do you understand by hearing the term "Mental Health"?

2. Describe the main elements that assessment of mental health must include.

3. Point out the criteria of distinguishing normal and abnormal behaviours in children and adolescents.

4. Write 4 factors that affect children's and adolescents' mental health negatively.

5. Write 4 factors that affect children's and adolescents' mental health positively.

6. What can we do, as humans, as a society, to build better mental health for children and adolescents?

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Interpersonal Communication Pre-test

Please, answer the following questions by marking the correct answer.

1. Interpersonal communication can be defined as:

Marcar apenas uma oval.

- a complex process, which involves many elements and can have many meanings
- linear information transmission from a sender to a receiver
- transmission of information, but also getting in touch with others, a process that can involve diverse dynamics and meanings

2. From what a sender says and what a receiver perceives:

Marcar apenas uma oval.

- takes place a linear process that depends only on the message coding
- takes place a complex process, which may depend on various physical factors, but also on psycho-sociological and personal factors
- it is possible to consider only one interpretation of the message
- changes in message reception are due solely to problems in the communication channel

3. 'Gesture is everything'. This phrase is used to highlight the importance of:

Marcar apenas uma oval.

- verbal language
- non-verbal language
- both verbal and non-verbal language
- written verbal language

4. Non-verbal communication has characteristics such as:

Marcar apenas uma oval.

- always have a conscious character
- to be independent of verbal language, and therefore should be interpreted independently of it
- transmitting feelings and emotions
- conveying the express and explicit content of the message

5. Proxemics communication includes:

Marcar apenas uma oval.

- transmission of information through body movements
- how people place themselves spatially in relation to others
- transmitting information through gestures
- conveying information through paralinguistic elements, such as the intonation or rhythm of the oral presentation

6. When we convey a message through words we are using language:

Marcar apenas uma oval.

- verbal
- non-verbal
- which can only be classified according to sender
- which can only be classified according to the recipient

7. Paralinguistic communication involves:

Marcar apenas uma oval.

- aspects of communication such as tone of voice, intensity or speed with which you speak
- activities such as waving, gesturing, or other movements to express emotions
- transmission of information through the arrangement in space

8. The axiom of human communication which postulates that one cannot not communicate evidences that:

Marcar apenas uma oval.

- everything we do and say, consciously or unconsciously, is in some way, communication
- remaining silent cannot be considered a form of communication
- human communication should focus on oral verbal communication
- communication involves only a digital code

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Interpersonal communication Post-test

Please, answer the following questions.

1. Characterize verbal and non-verbal communication and the forms it may take.

2. Indicate the meaning of the expression 'gesture is everything', explaining the forms of communication involved

3. Describe the axioms of interpersonal communication proposed by Watzlawick, Johnson and Beaver.

4. Can silence be considered a form of communication? Justify your answer.

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Causal Attributions & Outcomes Control Expectancy Pre-test

Please, answer the following questions.

1. Expectations of control results refer to

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- a priori judgements about the occurrence of certain events.
- a posteriori judgements on the occurrence of certain events.
- concepts such as locus of control, learned helplessness and perceived self-efficacy.
- a) and c) are correct.

2. Which source of perceived self-efficacy has the most impact in the expectation of controlling results?

Marcar apenas uma oval.

- Personal experiences of success
- Observation of others successful in the situation
- Verbal persuasion
- Emotional Activation

3. Low motivation achievement occurs when:

Marcar apenas uma oval.

- failure is attributed to lack of effort
- failure is attribute to lack of ability.
- success is attributed to luck
- b) and c) are correct

4. Learned helplessness is related to :

Marcar apenas uma oval.

- perception of control
- internal locus of control
- generalisation of powerlessness responses to other situations

5. The statement "To succeed I need to work hard" translates:

Marcar apenas uma oval.

- Internal locus of control
- Internal causal attribution
- External locus of control
- External causal attribution

6. In the dimension of locus of causality, can be example of external causes :

Marcar apenas uma oval.

- ability and luck
- the difficulty of the task and the effort
- the difficulty of the task and luck
- luck only

7. An ego defensive bias occurs when:

Marcar apenas uma oval.

- success is attributed to internal and stable causes and failure to external or unstable causes.
- success is attributed to external and stable causes and failure to external and stable causes.
- success is attributed to external and unstable or stable causes and failure to internal or unstable causes.

8. Causal attributions are related to:

Marcar apenas uma oval.

- the way individuals explain the occurrence of certain events.
- people's need to understand and master their environment
- different contexts of achievement
- cognitive theories of motivation
- all of the above are correct

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Causal Attributions & Outcomes Control Expectancy Post-test

Please, answer the following questions.

1. The quote 'Believe you can' corresponds to which source of self-efficacy? Justify your answer."

2. What is the relationship between causal attributions and outcome control expectancy?

3. Which of the dimensions of causal attributions has the most effect on outcomes control expectancy?

4. Characterize attributional patterns of high and low motivation for success, highlighting their relationship to dimensions of causal attributions.

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General intellectual ability - Intelligence- Pre-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic of Intelligence

1. Who introduced the term IQ (intelligence quotient)?

Označte iba jednu elipsu.

- Charles Spearman
 Alfred Binet
 William Stern

2. Which of the following definitions is correct for the concept of IQ?

Označte iba jednu elipsu.

- a quantitative measure of intelligence
 above-average intellectual ability
 fluid and crystalline intelligence

3. Which of the following is the correct definition of William Stern's measure of intelligence?

Označte iba jednu elipsu.

- ratio of mental and chronological age
 a set of mental abilities
 specific intellectual abilities

4. How did Charles Spearman classify intelligence?

Označte iba jednu elipsu.

- intelligence as one capacity
- intelligence as a two-factor model (g, s)
- intelligence as a set of several, independent types of intellectual abilities

5. The authors of the first true intelligence test were:

Označte iba jednu elipsu.

- Weschler and Stern
- Spearman and Cattell
- Binet and Simon

6. Is intelligence an innate or acquired ability?

Označte iba jednu elipsu.

- only congenital
- only acquired
- partly innate and partly acquired

7. According to the simplest understanding, how can we define intelligence?

Označte iba jednu elipsu.

- as measured by intelligence tests
- ability to apply the acquired knowledge throughout life
- ability to think, solve problems, think in the abstract, learn, understand new material and use experience. Intelligence is therefore related to thinking, learning, problem solving

8. What range of IQ corresponds to the average intelligence according to the Gaussian curve?

Označte iba jednu elipsu.

80-120

100-110

90-110

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General intellectual ability - Intelligence

- Post-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic of Intelligence

1. Who, when and for what purpose created the first intelligence tests?

2. Who and when introduced the concept of IQ and how did he define the intelligence quotient?

3. Describe the difference between Charles Spearman's and Raymond Cattel's understandings of intelligence!

4. Name which levels of intelligence, ie mental capacity, we distinguish according to the current international classification of diseases!

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Multiple intelligences - Pre-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic of Multiple intelligences

1. Who is the founder of the theory of multiple intelligence?

Označte iba jednu elipsu.

- Howard Gardner
 Alfred Binet
 Wilhelm Wundt

2. In which year did the multiple intelligence model emerge?

Označte iba jednu elipsu.

- 1813
 1983
 1912

3. How many different types of intelligence make up the multiple intelligence model?

Označte iba jednu elipsu.

- 2
 8
 15

4. Which of the intelligence types of the multiple intelligence model characterizes the following statement: "ability to control numbers, relations and logical formulas, calculations efficiently, easily analyze situations and problems"?

Označte iba jednu elipsu.

- Bodily-kinesthetic intelligence
- Visual-spatial intelligence
- Logical-mathematical intelligence

5. Which of the intelligence types of the multiple intelligence model characterizes the following statement: "ability to distinguish and perceive the emotional states and interpersonal signs of others and to respond effectively to such actions in a practical way"?

Označte iba jednu elipsu.

- Interpersonal intelligence
- Intrapersonal intelligence
- Naturalistic intelligence

6. Which of the following statements characterizes musical intelligence?

Označte iba jednu elipsu.

- ability to use one's own body to express thoughts and feelings and their peculiarities of coordination, balance, dexterity, strength, flexibility and speed
- ability to appreciate with certainty the visual and spatial image, to graphically represent ideas and to sensitize color, line, shape, figure, space and their interrelationships, mental maps, plans or sketches
- ability to perceive, distinguish, transform and express rhythm, tone and musical sounds

7. What profession is suitable for people with high physical-kinesthetic intelligence?

Označte iba jednu elipsu.

- athletes, dancers, surgeons
- musicians, composers, conductors
- politicians, journalists, speakers

8. Which type of multiple intelligence model is the latest addition to the list?

Označte iba jednu elipsu.

- spatial intelligence
- naturalistic intelligence
- musical intelligence

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Google Formuláre

Multiple intelligences - Post-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic of Multiple intelligences

1. Characterize verbal-linguistic intelligence

2. What profession/professions would you recommend for a person with high interpersonal intelligence and why?

3. What is the contribution of the multiple intelligence model to pedagogical profession?

4. Define the multiple intelligence model!

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The Context of Family: Relationships, Communication and Functioning - Pre-test

Please, answer the following questions by marking the correct answer.

1. Which of the following dimensions are considered as important elements of understanding family environment?

Mark only one oval.

- Communication
- Functioning
- Relationships
- All of the above

2. The first stage of family life circle is defined as:

Mark only one oval.

- The independence stage
- The coupling stage
- The parenting stage
- The empty nest stage

3. Good family relationship is characterised by:

Mark only one oval.

- Trust and conflict
- Trust and sense of security
- Sense of security and adaptability
- Trust and adaptability

4. Problematic family relationship is associated with the existence of mental health problems.

Mark only one oval.

- True
 False

5. Family communication is based on the exchange of information that can be shared only verbally.

Mark only one oval.

- True
 False

6. Family communication can be defined as:

Mark only one oval.

- A linear procedure between a sender and a receiver
 A circular procedure that creates a dialogue
 A linear procedure that creates a dialogue

7. Which of the following characteristics are promoted through a family discussion?

Check all that apply.

- Problem solving
 Decision making
 Perception of family as a group
 Trust
 Adaptation
 Acceptance of self
 Acceptance of roles
 Hierarchy

8. Family functioning is based on:

Mark only one oval.

- Adaptation only
- Hierarchy and leadership only
- Responsibilities and roles
- Existence of rules only

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The Context of Family: Relationships, Communication and Functioning - Post-test

Please, answer the following questions by providing your answer.

1. Describe the main characteristics of a healthy family relationship.

2. How family discussions can promote good communication?

3. What a family member will do to avoid a conflict? And why?

4. How many characteristics family functioning does include? Name them.

5. Why a problematic family relationship is related to mental health problems?

6. Family is a fundamental social group. Explain why.

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Emotions - Pre-test

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Which of the following is NOT a basic emotion?

- Happiness
- Anger
- Fear
- Envy

What does "arousal level" mean?

- The quality of communication between peers.
- The expression of emotions through behavior.
- The general state of alertness and activation of our body.

Who/whose name is associated with the theory according to which the cognitive evaluation of the given situation is the primary factor in the development of emotions?

- James and Lange
- James and Bard
- Cannon and Bard
- Schachter

According to Stanley Schachter different physiological reactions are associated to different emotions

- True
- False

Emotions help people stay alive, and they also play an important role in communication between peers.

- True
- False

What did Ekman say about emotions?

- Some so-called basic emotions are common in some cultures, but absent in other cultures.
- Some so-called basic emotions are associated with similar facial expressions in all cultures.
- The expression of all emotions depends on the particular culture.

Positive feelings make us want to move closer to the cause of the feeling, and negative feelings make us want to move away from it.

- True
- False



What are the components of the emotional process?

- change of the arousal level
- behavioral response
- cognitive evaluation
- subjective feeling
- communication between peers

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Emotions - Post-test

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Briefly present Cannon and Bard's theory of emotions!

Your answer

List the basic emotions that all researchers agree on.

Your answer

Describe what "emotional intelligence" means!

Your answer

Which emotion theory do you agree with the most from those outlined? Why?

Your answer

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Aggression: Nature, Causes and Control

- Pre-test

Dear Student, we kindly ask you to complete this questionnaire on the topic: Aggression, Nature, Causes and Control.

1. What are the characteristics of aggressive behavior? /indicate the correct answers/

Поставете отметка на ВСИЧКИ, КОИТО ВАЖАТ.

- Behavior that harms others
- Behavior leading to self-destruction
- Behavior that causes physical pain to others
- Self-injurious behavior
- Behavior causing mental pain to others

2. Which part of the brain is associated with aggressive behavior? /indicate the correct answer/

Отбележете само едно кръгче.

- Hypothalamus
- Right hemisphere
- Amygdala
- Left hemisphere

3. Aggression is often associated with frustration. Indicate the correct statements about this relationship:

Поставете отметка на ВСИЧКИ, КОИТО ВАЖАТ.

- Frustration increases the likelihood of aggressive behavior
- Frustration always breeds aggression
- Aggression is always caused by the lack of resources /deprivation/
- When frustration is unintentional and understandable, aggression can be reduced

4. Which of the two statements is correct:

Отбележете само едно кръгче.

- Carrying a weapon encourages aggressive behavior
- Carrying a weapon always causes aggression

5. Bandura's theory of social learning states /indicate the true statement/:

Отбележете само едно кръгче.

- Aggression is learned rather than innate
- Aggression is not associated with imitation

6. What are the characteristics of assertive behavior? /indicate the correct answers/

Поставете отметка на всички, които важат.

- When we can say "no"
- When we defend our boundaries
- This is destructive aggression
- When we openly show our anger

7. What are the ways to cope with aggression and anger? /indicate the correct answers/

Поставете отметка на всички, които важат.

- Training in communication skills
- Forming empathy for others
- Showing anger

8. What are the techniques for coping with verbal aggression? /indicate the correct answers/

Поставете отметка на всички, които важат.

- Don't take things personally
- Don't respond to the other person's anger with your own anger
- Look at the situation seriously

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Aggression: Nature, Causes and Control

- Post-test

Dear Student, you have watched the video lesson on the topic: "Aggression: Nature, Causes and Control ". Now you are kindly asked to complete this questionnaire.

1. What definition of aggression can you write?

2. Describe the relationship between frustration and aggression.

3. How does Bandura define aggression?

4. What does assertive behavior mean?

5. Name some basic techniques for coping with anger and aggression:

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Motivation - Pre-test

1. How is motivation defined? /indicate the correct answers/

Поставете отметка на всички, които важат.

- Desire to achieve a goal
- Absence of emotions
- Energy to achieve a goal
- Hierarchical system of needs
- Trait

2. What are the main theories of motivation? /indicate the correct answers/

Поставете отметка на всички, които важат.

- Behavioral theories
- Cognitive theories
- Instrumental theories
- Social learning theory
- Theories of persuasion
- Humanistic theories

3. What four characteristics define motivation? /indicate the correct answers/

Поставете отметка на всички, които важат.

- Activation
- Intensity
- Synthesizing
- Durability
- Valence
- Direction

4. According to Maslow's theory, needs are differentiated into: /select the correct answers/:

Поставете отметка на всички, които важат.

- Deficit needs
- Medium-level needs
- Growth needs

5. According to Maslow's theory, at the highest level of needs are /indicate the correct answer/:

Отбележете само едно кръгче.

- Security needs
- Needs for self-actualization
- Needs for respect

6. Internal motivation includes /indicate the correct answers/:

Поставете отметка на всички, които важат.

- Satisfaction with the result
- Reward for participation
- Sense of competence
- Praise for the result

7. External motivation includes /indicate the correct answers/:

Поставете отметка на всички, които важат.

- Reward for the result
- Self-affirmation
- Threat of failure
- Approval from others

8. Motivation to learn refers to /indicate the correct answer/:

Отбележете само едно кръгче.

- Internal motivation for learning
 - Environmental conditions
 - Interaction between personal motives and environmental factors
-

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Motivation - Post-test

1. How is motivation defined?

2. What are the main theories of motivation?

3. What are the 5 levels of needs in Maslow's motivational hierarchy?

4. How are motivational models defined according to behaviorism?

5. List the main features of intrinsic motivation:

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The Attachment Theory: Pre-test

1. Who is the father of attachment theory?

Mark only one oval.

- Freud
- Bowlby
- Erickson
- Piaget

2. Who developed the Strange Situation Experiment?

Mark only one oval.

- Mary Main
- Judith Solomon
- Mary Ainsworth
- John Bowlby

3. According to the internal working model, the child with secure attachment has positive view of self and vice versa. The child with insecure attachment has negative view of self.

Mark only one oval.

- True
- False

4. Which one of the followings is a main characteristic of a securely attached child?

Mark only one oval.

- Happiness
- Avoidance
- Resistance
- Confusion

5. Which one of the followings is a main characteristic of an ambivalent attached child?

Mark only one oval.

- Happiness
- Avoidance
- Resistance
- Confusion

6. Which one of the followings is a main characteristic of an avoidant attached child?

Mark only one oval.

- Happiness
- Avoidance
- Resistance
- Confusion

7. Which one of the followings is a main characteristic of a disorganised attached child?

Mark only one oval.

Happiness

Avoidance

Resistance

Confusion

8. Parents of insecurely disorganised children behave in a violent way.

Mark only one oval.

True

False

9. Which of the following is a factor that affects the development of an emotional bond?

Mark only one oval.

Availability of parent

Child's temperament

Quality of care

All of the above

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The Attachment Theory: Post-test

1. Name the four types of attachment.

2. Describe 2 child's characteristics for each attachment style.

3. Describe 2 parents' characteristics for each attachment style.

4. How does the internal working model work?

5. Describe the phases of the Strange Situation Experiment.

6. How does the child's temperament affects the development of an insecure attachment with his/her parent?

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Encouraging Education - pre-test

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What is the cause of school disturbances?

- 1. Students' lack of motivation
- 2. Unresolved conflicts of interest between teachers and students
- 3. Unsuitable family environment
- 4. Overly strict school rules

How can we understand students' disruptive behaviour?

- 1. By talking to the student
- 2. By consulting with parents
- 3. By observation and analysis of observations
- 4. By involving a psychologist

What are the forms of disruptive behaviour?

- 1. Attention-seeking, power fighting, revenge and discouragement
- 2. Opposition, arguing
- 3. Refusing to do schoolwork
- 4. Harassment and bullying of fellow students.



What do we mean by mistaken behaviour goals?

- 1. When a student fails to assess his/her potential and sets an unachievable goal.
- 2. When the student is not aware of his abilities and expects too much of themselves.
- 3. When the student wants to meet the teacher's expectations.
- 4. When the student seeks recognition from the community through inappropriate means.

What describes the method of warning?

- 1. It achieves the desired effect by influencing the student's behaviour in the right way
- 2. It is effective in the long term, the unwanted behaviour is not repeated
- 3. in the short term, it seems to achieve its aim, but it has the exact opposite effect to the one intended
- 4. It also discourages other pupils from misbehaving

How does the teacher know which form of disruptive behaviour he or she is dealing with?

- 1. Based on the feelings that the student's behaviour is causing them
- 2. Based on the student's behaviour.
- 3. Based on the behaviour of other students
- 4. Based on the guidance of the school psychologist



What is the most common reason behind the mistaken behaviour goals?

- 1. Deviance
- 2. Poor pedagogical approach
- 3. Too lenient rules
- 4. Discouragement

Which method is appropriate for encouraging education?

- 1. Rewarding
- 2. Total absence of punishment
- 3. Rational requirements
- 4. Challenges

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Encouraging Education - Post test

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What are the causes of unresolved conflicts of interest between teachers and students at school?

Your answer

According to Dreikurs, why are teachers unable to respond appropriately to students' behaviour?

Your answer

What do we mean by mistaken behavioural goals?

Your answer

What are the principles of encouraging education?

Your answer

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Nonverbal Communication - Pre-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic Nonverbal communication!

1. Based on communication channels, we distinguish between verbal and nonverbal communication.

Označte iba jednu elipsu.

True

False

2. Mimicry means:

Označte iba jednu elipsu.

gestures, body movements

facial expressions

body contact

body distance

3. Proxemics means:

Označte iba jednu elipsu.

gestures, body movements

facial expressions

body contact

body distance

4. Haptics means:

Označte iba jednu elipsu.

- gestures, body movements
- facial expressions
- body contact
- body distance

5. The intimate zone of body distance applies:

Označte iba jednu elipsu.

- up to cca 45 cm
- 45 cm to 120 cm
- 120 cm to cca 3,6 m
- 4m to cca 7 m

6. The personal zone of body distance applies:

Označte iba jednu elipsu.

- up to 45 cm
- 45 cm to 120 cm
- 120 cm to cca 3,6 m
- 4 m to cca 7 m

7. The social zone of body distance applies:

Označte iba jednu elipsu.

- up to 45 cm
- 45 cm to 120 cm
- 120 cm to cca 3,6 m
- 4 m to cca 7 m

8. The official zone of body distance applies:

Označte iba jednu elipsu.

- up to 45 cm
- 45 cm to 120 cm
- 120 cm to cca 3,6 m
- 4 m to cca 7 m

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Nonverbal Communication - Post-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic Nonverbal communication!

1. Characterize nonverbal communication!

2. List the components of nonverbal communication!

3. What is the significance and importance of nonverbal communication?

4. Comment or give your opinion on the following quote: "It is impossible not to communicate!"

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Prejudice and Discrimination - Pre-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic Prejudice and discrimination!

1. Which of the following sentences defines the term stereotype?

Označte iba jednu elipsu.

- rigid and irrational generalization about a certain category of people
- standardized image of an individual about himself or members of other groups
- unequal treatment of people based on their belonging to a certain group

2. Which of the following sentences defines the term prejudice?

Označte iba jednu elipsu.

- rigid and irrational generalization about a certain category of people
- standardized image of an individual about himself or members of other groups
- unequal treatment of people based on their belonging to a certain group

3. Which of the following sentences defines the term discrimination?

Označte iba jednu elipsu.

- rigid and irrational generalization about a certain category of people
- standardized image of an individual about himself or members of other groups
- unequal treatment of people based on their belonging to a certain group

4. Prejudice, unlike a stereotype, is usually negative, irrational, and driven by emotion.

Označte iba jednu elipsu.

True

False

5. The original meaning of the Latin word "discriminare" is

Označte iba jednu elipsu.

inequality

distinguish

equality

6. Intercultural differences can be reduced mainly by:

Začiarknite všetky vyhovujúce možnosti.

isolation and oppression

multicultural experiences

influence, action and education

rigidity and generalization

7. Effective tools in the fight against prejudice are mainly:

Začiarknite všetky vyhovujúce možnosti.

empathy and understanding

education and awareness

racism and sexism

oppression and disregard

8. Indicate which of the following traits/characteristics are common to stereotypes and prejudices!

Začiarknite všetky vyhovujúce možnosti.

- judgment
- negative character
- irrational
- generalization

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Google Formuláre

Prejudice and Discrimination - Post-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic Prejudice and discrimination!

1. Describe the term stereotypes and give some examples!

2. Describe the term prejudice and give some examples!

3. Describe the concept of discrimination!

4. In your opinion, what can help, what can be an effective tool in the fight against prejudice?

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Cognitive Dissonance - Pre-test

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Who created the Cognitive Dissonance Theory?

- Fritz Heider
- Charles E. Osgood
- Leon Festinger
- Elliot Aronson

What are the balance theories about in social psychology?

- About the relationship and harmony between different cognitions.
- About the dynamic of interpersonal relationships
- About social cognition and impression formation
- About conflict resolution strategies

What does cognitive dissonance mean in Festinger's theory?

- inconsistency of the cognitions
- state of arousal arising from an irreconcilable conflict between two cognitions
- discrepancy between cognitions and the norms of the environment
- stress you become aware of during public communication



How can cognitive dissonance be reduced according to Festinger?

- By changing our opinions and thoughts
- By changing our behaviour
- Both
- Neither

In which of the following situations do you experience cognitive dissonance?

- You know that smoking is unhealthy and you see a woman smoking in the street.
- You have two options to choose a job: one is very exciting, and in addition, it pays well, the other is boring and offers an average salary.
- Although being self-consistent is important to you, on vacation you allow your children to go to bed later.
- You studied hard for a test, and it turned out that everybody gets the best grade who writes it.

What did the participants have to do in Festinger and Carlsmith's famous experiment?

- They had to lie about the tasks to the other participants.
- They had to cheat in the tasks.
- They had to resist the influence of the experimenter.
- They had to decide which task was more interesting.



We experience cognitive dissonance when external reward or punishment does not explain an action that is unfavorable to us, e.g., we lie. What is the name of this phenomenon?

- insufficient justification effect
- effort justification effect
- decision justification effect
- post-decisional regret effect

Which of the following areas is a popular research direction for cognitive dissonance?

- attitude change
- social cognition
- learning processes
- self-schemas

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Cognitive Dissonance - Post-test

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Explain the concept of cognitive dissonance!

Your answer

What was new about Festinger's theory of cognitive dissonance compared to other consistency theories?

Your answer

In which ways can cognitive dissonance be reduced? Write examples!

Your answer

What were the main research directions of the cognitive dissonance theory? Write examples of experiments as well!

Your answer

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Language and Cognition - Pre-test

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Who is connected to the nativist approach?

- Jean Piaget
- Karen Wynn
- Noam Chomsky
- Lev Vigotszkij

What is the primary function of speech according to the universalist approach?

- Getting to know the world.
- Communication between peers.
- Both equally.

Both the universalist and the interactionalist approach argue that thinking is primary among thinking and speech, and that speech is based on it.

- True
- False

According to Jean Piaget's theory...

- in the first year and a half of a child's life, he discovers the world, and this is how his cognitive representations are formed.
- the cognitive representations are already present when the child is born.



What do the followers of determinism think?

- Language confines our thinking.
- Language and thinking first develop separately and then become connected.
- People who speak different languages also think differently.
- If we don't have a word for something, but we want to express it, we invent new words.

According to Vygotsky, when do speech and thinking become connected?

- Even before birth
- During the first month
- At the age of two
- At the age of six

When we learn a foreign language at school, we learn grammar rules and words using a similar mechanism to how a small child learns to speak.

- True
- False

Based on our current knowledge, our memories are not only stored verbally, but also in other ways.

- True
- False

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Language and Cognition - Post-test

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What does the universalism say about the relationship between language and thinking?

Your answer

According to Lev Vygotsky, how does language acquisition take place?

Your answer

What does "dual coding theory" mean?

Your answer

What evidence supports the separation of language and thought?

Your answer

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Memory and Imagination- Pre-test

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In which century were there indicated significant relations between memory and imagination by research data?

- 18th
- 19th
- 20th

Which part of a to-remember list of words is most difficult to recall?

- beginning
- middle
- end

Where do we store the final words from a list to be remembered?

- short term memory
- long term memory
- we rehearse them



Which is the upper limit of the short-term memory?

- 8 units
- 9 units
- 10 units

Which is not true regarding rehearsal?

- it helps transferring information from short-term memory to long-term memory
- if we don't rehearse, we forget
- by rehearsing we can increase the capacity of short-term memory

In order to improve remembering, a teacher should

- ask children to repeat many times the ideas to-be-remembered
- ask children to write down the ideas to-be-remembered
- it is useful if he activates multiple sensory channels

Is it true? Well-practised activities are becoming automatic in a way that they do not have to be recalled

- Yes
- No



Those who prefer the world of images prefer encoding information in the following way

- verbal
- vizual
- auditory

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Memory and Imagination - Post-test

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Present the dual-memory model

Your answer

Present the three stages of memory processes

Your answer

How can the capacity of the short-term memory be increased?

Your answer

What memory-enhancing methods do you know?

Your answer

Present the known experiments and their results regarding the relationship between the imaginary image and the real image.

Your answer



How are emotions related to memory?

Your answer

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Psychological Development: Early Childhood - Pre-test

1. Which are the directions in early child development?

Поставете отметка на всички, които важат.

- motor development
- cognitive development
- sexual development
- emotional development

2. Which are the periods in child development according to Aristotle?

Отбележете само едно кръгче.

- childhood, puberty, adolescence
- childhood, puberty, adult age

3. What is the focus in child development in age 15+ according to Jean Jacques Rousseau?

Отбележете само едно кръгче.

- a dream development
- moral development
- intensive mind development

4. Which are the first 3 stages in child development periodization according to Vygotsky and Rubinstein?

Отбележете само едно кръгче.

- infant, nursery and preschool age
- infant, nursery and primary school age

5. Which are the last 2 stages in child development periodization according to Vygotsky and Rubinstein?

Отбележете само едно кръгче.

- puberty, adolescence
 primary school age, puberty

6. What are the main qualities of the child that are formed in the second stage - 2-3 years of age - according to Erik Erikson's periodization?

Отбележете само едно кръгче.

- independence and determination
 skills and inferiority
 trust and mistrust

7. What are the main qualities of the child that are formed at the fifth stage - 12-18 years of age - according to Erik Erikson's periodization?

Отбележете само едно кръгче.

- personal identification and role confusion
 intimacy and loneliness
 entrepreneurship and guilt

8. Which age period has the most detailed division?

Отбележете само едно кръгче.

- childhood
 adult age
 adolescence

Psychological Development: Early Childhood - Post-test

1. How is the stage of early childhood development defined?

2. Why are the first 3 years important in a child's life?

3. List the main directions in which the child's development takes place at an early age.

4. List the main periods in child development according to Vygotsky and Rubinstein.

5. List the main periods in human development according to E. Erikson's periodization.

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Social influence. Principles of Persuasion - Pre-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic "Social Influence. Principles of Persuasion".

1. The reference power arises:

Отбележете само едно кръгче.

- from the social role and social position of the persuader;
- the ability of the persuader to find information that is able to influence;
- when the persuaded seeks to resemble the persuader;
- from the knowledge of the persuader in a certain area.

2. Note ways of exerting social influence:

Поставете отметка на всички, които важат.

- Persuasion
- Counseling
- Activation
- Informing
- Incitement
- Controlling

3. When we cannot orient in the demands of the social situation and therefore act like everyone else, this is an example of:

Отбележете само едно кръгче.

- Normative social influence
- Informational social influence

4. The source of legitimate authority is:

Отбележете само едно кръгче.

- the social role and social position of the influencer;
- the ability of the persuader to find information that is able to influence;
- the aspiration of the persuaded to resemble the persuader;
- the knowledge of the persuader in a certain area.

5. In central persuasion routes, people tend to pay attention to :

Отбележете само едно кръгче.

- The appeal and credibility of the persuader
- The strength and logic of the arguments used in communication.

6. Unlike social influence, persuasion is always:

Отбележете само едно кръгче.

- intentional
- unintentional
- both

7. Emotional messages in persuasive communication have a stronger impact on recipients. Which emotion do the most effective messages contain?

Отбележете само едно кръгче.

- joy
- anger
- sadness
- fear
- surprise
- disgust

8. When in a new for us social situation we navigate which behavior is acceptable by observing others, which of the principles of social influence is in action:

Отбележете само едно кръгче.

- power and authority
- scarcity
- liking
- consensus (social proof)
- of commitment and consistency
- of reciprocity

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Social influence. Principles of Persuasion - Post-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic "Social Influence. Principles of persuasion" !

1. Define the term "social influence"

2. Describe how to resist the influence of authority in a specific social situation:

3. Describe how you would use the "liking principle" to be more successful in persuasive communication:

4. Give an example from everyday life for the application of the "scarcity principle":

5. According to R. Cialdini, the principle of reciprocity means:

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Learning styles - Pre-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic Learning styles!

1. The terms learning style and cognitive style are completely identical in meaning, they indicate the way of obtaining information.

Označte iba jednu elipsu.

True

False

2. How many learning styles exist?

Označte iba jednu elipsu.

only one style exists

there are 5 different styles at most

there are as many learning styles as there are students, pupils, or learning individuals

3. Based on the classification of learning styles according to the dominance of the cerebral hemispheres, the right hemisphere is typical of

Označte iba jednu elipsu.

for a divergent (artistic) cognitive, learning style and for non-verbal thinking and feeling

for a rational (scientific) cognitive, learning style and ensures activities associated with verbal and written expression

4. Based on the classification of learning styles by motivation and intention, the following description indicates which learning style?:

... is characterized by the student's calculation, the effort to please, to curry favor with the teacher, often in an incorrect way...

Označte iba jednu elipsu.

- The superficial learning style
- The in-depth learning style
- The utilitarian teaching style

5. The classification of learning styles, called by the acronym VARK, refers to the following:

Označte iba jednu elipsu.

- V - vote, A - argumentation, R - realizations, K - knowledge
- V - vizual, A- aural, R - read/write, K - kinesthetic
- V - variation, A - association, R - ruling, K - knowledge

6. Classification of learning styles according to the method of information processing The experiential learning model suggested:

Označte iba jednu elipsu.

- A. Kolb
- H. Gardner
- N. Fleming

7. Based on the types of learning styles derived from the theory of multiple intelligences, we distinguish several types of intelligence, such as *logical-mathematical learning style, language learning style, visual-spatial learning style, kinesthetic-movement learning style, musical learning style, interpersonal and intrapersonal learning style*.

Označte iba jednu elipsu.

True

False

8. Diagnosing learning styles is possible

Označte iba jednu elipsu.

only in the form of special tests

only by self-observation

in the form of observation, interview, projective methods and in the form of various tests

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Learning styles - Post-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic Learning styles!

1. Characterize the terms cognitive style and learning style!

2. Name and characterize learning styles classified by motivation and intention!

3. Name the learning styles classified according to H. Gardner's theory of multiple intelligences!

4. Briefly state why it is important to know the characteristic, dominant learning style for us and list some possible ways of diagnosing, determining the predominant learning style!

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Psychosocial Development in Adolescents PRE-TEST

1. Which of the following IS NOT an adolescents' typical developmental characteristic?

Να επισημαίνεται μόνο μία έλλειψη.

- Attention deficits
- Adolescents' Egocentrism
- Emotional swings
- Feeling of tiredness

2. Which of the following behaviors IS NOT true for adolescents?

Να επισημαίνεται μόνο μία έλλειψη.

- They want to socialize with others
- They like to be by themselves
- Their self-esteem increases in the first phase of adolescence
- They experience feelings of boredom.

3. The 'Personal myth' is the feelings adolescents have that:

Να επισημαίνεται μόνο μία έλλειψη.

- they are like being on a stage
- all eyes as spotlights are on them
- everyone is watching them
- they are invincible

4. The 'Imaginary Audience' is the feelings adolescents have that:

Να επισημαίνεται μόνο μία έλλειψη.

- everyone is watching them
- they are 'in control' of a situation
- others might suffer from something bad, but not themselves
- they are vulnerable to negative consequences

5. According to Erikson the more important task an adolescent has to achieve during the adolescents' years is to: (circle the most correct)

Να επισημαίνεται μόνο μία έλλειψη.

- find yourself
- develop true relationships with others
- find one's own identity
- develop one's own sexuality

6. What would concern us and worry us in adolescents' behavior in order to seek advice from a mental health specialist?

Να επισημαίνεται μόνο μία έλλειψη.

- a decline in academic performance
- a depressive mood
- lack of personal cleanliness and tidiness
- lack of friends and communication with others

7. Studies in the United States have shown that some features seem to be more important than others, as far as the development of self-esteem in adolescents. Which of the following IS NOT included in these crucial features?

Να επισημαίνεται μόνο μία έλλειψη.

- being charming and beautiful
- being clever
- being a good student
- being a good athlete

8. Which of the following IS NOT a typical characteristic of adolescents' behavior?

Να επισημαίνεται μόνο μία έλλειψη.

- desire to be alone, but also to socialize
- preoccupation with oneself (internally and externally)
- a feeling of emptiness
- admiring parents

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Psychosocial Development in Adolescence - POST-TEST

1. Describe very briefly five of the most common characteristics of Adolescents' Psychosocial Development.

2. Describe the two forms of Adolescents' Egocentrism and give one example for each one of these two types.

3. Which are two types of adolescents' behavior that should alarm adults to seek advice from a mental health professional?

4. Mention two factors that influence adolescents' self-esteem and two factors that influence adolescents' identity formation.

5. Describe briefly 3 factors of parents' behavior that can be beneficial for adolescents' healthy psychosocial development.

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Mental Health and Well-being - Pre-test

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What aspects of mental health are defined in the healthcare program of the EU?

- positive and negative
- subjective and objective
- life satisfaction, ratio of positive emotions
- coping with difficulties, contribution to social life

The positive, useful life can be described

Please indicate the answer which is NOT correct

- along six dimensions
- it is the primary source of positive emotions
- it can be described with the notions of self-acceptance, personal relations and environmental adaptation
- it is a central component of mental health

Subjective well-being is the psychological description of the "happiness"

- True
- False



According to research data, subjective well-being

- is related to altruistic behavior
- is not related to length of life
- is related to income
- can be influenced by political decision

Mark the true statement

- Mental health means the absence of mental disorders
- Mental health is determined by the dominance of positive emotions and useful social behavior

Sense of satisfaction with life is a core determinant of subjective well-being

- True
- False

Mark the true statements

- There is a connection between subjective well-being and goal-oriented behavior
- Job performance can be determined by level of subjective well-being
- Subjective well-being is mainly determined by how many books do we read
- There is a significant correlation between study time and subjective well-being

Looking for challenges is a contributor to subjective well-being

- True
- False



Mental health and Well-being - Post-test

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What conceptions are related to the area of mental health? Please describe them

Your answer

What are the main research results in the area of mental health an subjective well-being?

Your answer

What can be done in order to improve our mental health?

Your answer

Why it is important to research the domain of mental health?

Your answer

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Children's Socioemotional Development

PRE-TEST

1. Which stage of Erikson's Psychosocial Development corresponds to the development of children about 5-12 yrs-olds?

Να επισημαίνεται μόνο μία έλλειψη.

- Trust vs. mistrust
- Autonomy vs. shame & doubt
- Initiative vs. guilt
- Industry vs. inferiority

2. The concept 'self-esteem' refers to:

Να επισημαίνεται μόνο μία έλλειψη.

- what we believe about ourselves
- how we feel about ourselves
- how we present ourselves to others
- all the above refer to the term 'self-esteem'.

3. Failure to provide food to a child is an example of:

Να επισημαίνεται μόνο μία έλλειψη.

- Physical Abuse
- Physical Neglect
- Medical Neglect
- Emotional Abuse

4. Which of the following IS NOT an example of socioemotional problems in children's behavior?

Να επισημαίνεται μόνο μία έλλειψη.

- Persistent violation of others' rights
- Oppositional Defiant Behavior
- Attention Deficit and Hyperactivity disorder
- All of the above are examples of children's socioemotional problems.

5. Which of the following IS NOT a theory of children's Moral Development?

Να επισημαίνεται μόνο μία έλλειψη.

- Erikson's Theory
- Kohlberg's Theory
- Gilligan's Theory
- All the above are theories of children's Moral Development

6. In the case of parents' divorce (Select the most correct).

Να επισημαίνεται μόνο μία έλλειψη.

- The child might feel responsible for the parents' divorce
- The child might feel anxiety
- The child might feel depression
- All the above can be true in the case of parents' divorce.

7. A child's self-esteem is correlated

Να επισημαίνεται μόνο μία έλλειψη.

- positively with the child's high aims
- negatively with the child's high aims
- negatively with the child's performance
- negatively with mental health

8. Caring but not controlling one's own children's behavior is an example of the following Parenting-Style:

Να επισημαίνεται μόνο μία έλλειψη.

- Neglectful Parenting-Style
- Authoritarian Parenting-Style
- Authoritative Parenting-Style
- Permissive Parenting-Style

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Children's Socioemotional Development POST-TEST

1. Describe very briefly 5 ways that parents and teachers can use to increase children's self-esteem.

2. Describe briefly the difference among the terms a) self-concept, b) self-esteem and c) self-presentation.

3. Mention two characteristics of the personality of bullies and two characteristics of the personality of victims in the phenomenon of bullying.

4. Describe shortly 2 differences between the friendships a. among girls and b. among boys.

5. What do we mean by the term 'Important Others'; Who are these for a preschool child and how they can affect children's self-esteem?

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The Social Psychology of Group Processes - Pre-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic Groups in social psychology!

1. A social group is a grouping of at least two people, the group is characterized by a certain form of social interaction, mutual interaction, it has an internal structure that determines social positions, roles, and the group operates on the basis of certain rules and norms.

Označte iba jednu elipsu.

True

False

2. How many members can a *medium group* have according to the classification of groups based on the number?

Označte iba jednu elipsu.

12-20 members

20-50 members

40-60 members

3. *Different fields or professions* belong to which type of groups according to classifications in terms of *social engagement*?

Označte iba jednu elipsu.

- psychological groups
 social organizations

4. Which type of group, according to the classification from the point of view of the way in which the positions of the members are explicitly created, is indicated by the following description:

... are created based on personal interest and personal relationships, e.g. there can be a group of students in the class who are united by common opinions, attitudes, sympathies.

Označte iba jednu elipsu.

- formal groups
 informal groups

5. What types of groups do we distinguish by classification in terms of *the way in which an individual is connected to a group*?

Začiarknite všetky vyhovujúce možnosti.

- member groups
 opened groups
 reference groups
 closed groups
 cancelable groups
 non-cancellable groups

6. "Strategically for benefits" refers to the following way we can become members of a certain group:

Označte iba jednu elipsu.

- voluntarily
- automatically
- coercion
- utilitarian

7. Social interaction is the interaction of selected members of the group, it takes place only according to written rules; every social group has the same rules of interaction, which do not depend on the nature of the group, its activities, group values, norms, goals.

Označte iba jednu elipsu.

- True
- False

8. The *formal leader* of the group is, ...

Označte iba jednu elipsu.

- who is designated by the group, but individuals may not respect him.
- who is not officially elected to the position, but is respected by the members.

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The Social Psychology of Group Processes - Post-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic Groups in social psychology!

1. Briefly characterize the term social group!

2. List at least 3 aspects of the classification of social groups!

3. Choose one aspect of the classification of social groups, name and briefly characterize the types of groups of the selected classification!

4. List at least 15 groups you are a member of!

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Cooperative Learning Pre-test



1. Cooperation is a form of interaction that involves:

Marcar apenas uma oval.

- just two individuals with a common goal
- two or more individuals with different objectives
- two or more individuals with a common goal
- two or more individuals without defined objectives

2. To what kind of learning can we attribute the following sentence: "I achieve my goals if others achieve theirs".

Marcar apenas uma oval.

- Competitive learning
- Cooperative learning
- Individualistic learning
- Social learning

3. In a cooperative organisation of the learning activity, the students' work:

Marcar apenas uma oval.

- is a function of their personal goals and the rewards they receive depend on the help of their peers
- is a function of group objectives and the rewards they receive depend on the quality of the group work
- is a function of their group goals and the rewards they receive are independent of those received by their peers
- is a function of their personal goals and the rewards they receive depend on the quality of their own work

4. Which of the following statements does not characterise cooperative learning?

Marcar apenas uma oval.

- Provides an alternative to competitive and individualistic structures
- Involves several strategies, with different procedures
- Leads to active learning and involvement of students
- Is similar to ordinary group work

5. Positive interdependence is associated with:

Marcar apenas uma oval.

- Purposes
- Resources
- Task
- Purposes, resources, task and space

6. About cooperative learning strategies, which of the statements is false?

Marcar apenas uma oval.

- They can be used in different disciplines
- They can be used at various levels of schooling
- They are only used in formal contexts
- They have an impact on social and academic outcomes

7. Which of the following strategies involves the establishment of expert groups?

Marcar apenas uma oval.

- Think-Pair- Share
- Cooperative scripting
- Jigsaw
- Learning together

8. In cooperative learning, assessment is:

Marcar apenas uma oval.

- individual
- in group
- individual and in group
- there is no evaluation

Cooperative Learning Post-test

1. What are the main characteristics of cooperative learning?

2. Please describe two cooperative learning strategies.

3. Describe the stages of a lesson when using cooperative learning.

4. Which advantages have been attributed to cooperative learning?

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Identity Pre-test

Answer the following questions.

1. Erikson's notion of psychosocial moratorium is characteristic of the crisis

Marcar apenas uma oval.

- Confidence vs Mistrust
- Initiative vs Guilt
- Identity vs Identity confusion
- Integrity vs Despair

2. From Erikson's perspective, ego-identity is a process related:

Marcar apenas uma oval.

- with the person, but also with society,
- only with the person
- only with the society
- only with the synthesis made by each person of various dimensions of the development

3. Erikson characterizes development as a series of:

Marcar apenas uma oval.

- psychosocial stages
- psychosexual stages
- vocational stages
- moral stages

4. In Erikson theory of psychosocial development, each stage is characterized by:

Marcar apenas uma oval.

- a different psychosocial crisis
- an achievement scale
- a decision about professional issues
- a moral dilemma

5. Following Marcia, an identity that results in an individual exploring different options and making a decision is said to be:

Marcar apenas uma oval.

- Identity diffusion
- Identity foreclosure
- Identity achievement
- Negative identity

6. In Erikson's theory of development, adolescence is:

Marcar apenas uma oval.

- a moratorium
- the last stage of human development
- the only developmental stage where identity is developed
- a stage to make decisions that shall not be changed afterwards

7. Following J. Marcia, which identity status is defined by the combination of the experience of a crisis coupled with no commitment yet made?

Marcar apenas uma oval.

- Identity achievement
- Foreclosure Identity
- Moratoria
- Identity diffusion

8. Erikson argues that the negative side of the identity versus diffusion stage can lead the individual to:

Marcar apenas uma oval.

- consider the external world threatening
- feel difficulty in making choices
- evaluate the life course as a failure
- disinvest from intimate relationships

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Identity Post-test

Answer the following questions

1. Identify and characterise the principles of development proposed by Erikson.

2. Analyse Erikson's contributions to the study of identity, describing the main dimensions of this concept

3. What characterises the concept of psychosocial moratorium according to Erikson and what contribution does it make to understanding the construction of identity?

4. What are the identity statuses proposed by J. Marcia and what criteria define them?

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The Pygmalion Effect Pre test

Answer the following questions.

1. The Pygmalion effect is an example of:

Marcar apenas uma oval.

- operant conditioning
- reinforcement
- self-fulfilling prophecy
- cognitive dissonance

2. Rosenthal and Jacobson's (1968) study of the expectation effect, known as the Pygmalion effect, refers to:

Marcar apenas uma oval.

- experimental study in schools
- experimental study on animals in the laboratory
- study in a natural context
- documentary study on social beliefs

3. Which factor has the most influence on the teacher's expectations of the student?

Marcar apenas uma oval.

- Gender
- Previous achievement
- Social class
- Physical appearance

4. Among the variables mediating the expectations effect which one is related to the opportunity to respond given to the student?

Marcar apenas uma oval.

- Emotional support
- Input
- Output
- Feedback

5. Among the moderating variables of the expectations effect which one is related to the student's age?

Marcar apenas uma oval.

- Cognitive rigidity
- Self-concept
- Timing in the induction of expectations
- New situations or transitions

6. The results of the study developed by Rosenthal and Jacobson indicate that:

Marcar apenas uma oval.

- a person's actions are consistent with their beliefs
- behaviours and actions towards others influence their expectations, behaviours and performance both positively and negatively
- one's actions can become a self-fulfilling prophecy of the behaviour of others
- all of the above are correct

7. The Pygmalion Effect highlights that self-concept is influenced by:

Marcar apenas uma oval.

- the casual comments of strangers
- our own discipline, willpower, and inner strength
- our observations of the world around us
- the expectations of significant others

8. Which of the four factors proposed by Rosenthal to mediating expectations involves non-verbal communication?

Marcar apenas uma oval.

- Socio-emotional climate
- Input
- Output
- Feedback

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The Pygmalion Effect Post-test

Answer the following questions.

1. What does the expectancy effect consist of?

2. To what extent can the expectancy effect be an explanation for school failure?

3. What are the main issues that originate the expectancy effect?

4. How do you distinguish mediating variables from moderating variables on this effect?

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Metacognition Pre-test

Please answer the following questions.

1. What is not considered to be metacognition?

Marcar apenas uma oval.

- Thinking about thinking
- Being told what to think
- Asking questions while you think
- Going beyond thinking

2. Why is it important to teach students about Metacognition?

Marcar apenas uma oval.

- Students can monitor their learning process and become independent learners
- Students know exactly which content they shall learn
- It supports teacher activities
- It promotes cooperation among students

3. The concept of metacognition is credited to:

Marcar apenas uma oval.

- Flavell
- Piaget
- Freud
- Erikson

4. Metacognition contributes to:

Marcar apenas uma oval.

- planning homework for students
- understanding the process of learning
- understanding how teaching works

5. Nowadays, the scope of metacognition includes:

Marcar apenas uma oval.

- only cognitive dimensions
- cognitive and affective dimensions, as well as monitoring processes
- only monitoring processes

6. Which strategy can NOT be considered a self-regulatory learning strategy?

Marcar apenas uma oval.

- Planning
- Monitoring
- Evaluating
- Following teacher indications to resolve the task

7. What is metacognition?

Marcar apenas uma oval.

- Thinking what a text might be about
- Creating mental images in your mind
- Wondering as you read
- None is correct

8. Which activity can be considered an example of metacognition?

Marcar apenas uma oval.

- Reading
- Solving mathematics exercises
- Self-assessment
- Doing homework

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Metacognition Post-test

Answer the following questions

1. How can metacognition be defined? Describe key characteristics of the concept

2. Why is it important to teach students about Metacognition?

3. How to implement metacognition in the learning process? Please, describe examples.

4. What are the differences and similarities between executive monitoring processes and executive regulatory process, following Kluwe?

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