

# Teaching Psychology around the World

## Volume 2



Teaching Psychology around the World  
Volume 2

Edited by

Sherri McCarthy, Victor Karandashev,  
Michael Stevens, Andrew Thatcher, Jas Jaafar,  
Kate Moore, Annie Trapp, and Charles Brewer

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P U B L I S H I N G

Teaching Psychology around the World: Volume 2 , Edited by Sherri McCarthy, Victor Karandashev,  
Michael Stevens, Andrew Thatcher, Jas Jaafar, Kate Moore, Annie Trapp, and Charles Brewer

This book first published 2009

Cambridge Scholars Publishing

12 Back Chapman Street, Newcastle upon Tyne, NE6 2XX, UK

British Library Cataloguing in Publication Data  
A catalogue record for this book is available from the British Library

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ISBN (10): 1-4438-0985-3, ISBN (13): 978-1-4438-0985-6

This book is dedicated to our students who, thanks to colleagues from around the world represented here who devote time and energy to bringing together information about the similarities and differences of teaching and practicing psychology throughout their respective countries, will learn to practice as international psychologists with sensitivity and understanding for all people, everywhere as they develop a dedication to maintaining a positive quality of life for everyone in a sustainable, safe environment around the globe.



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## PREFACE

This book is intended to be an overview of teaching and learning psychology internationally, including papers that demonstrate the current state of international psychological research and practice. It updates and supplements *Teaching Psychology around the World, Volume 1*, which was released by CSP in 2007. Additional countries from several continents are included, and several chapters on the changing status of the internationalization of psychology teaching are included. In this volume, each of the continents is represented by a well-known psychologist from that area of the world who took responsibility for updates and served as editor for the papers presented at our conference in St. Petersburg from that region. The chapter authors have all served or will serve on scientific and/or organizing committees in one or more of the series of International Conferences on Psychology Education (ICOPE) which began in St. Petersburg, Russia during June, 2002.

*Teaching Psychology around the World, Volume 1* included papers from the 2<sup>nd</sup> International Conference on Psychology Education held in Foz do Iguacu, Brazil in July, 2005. This book, like that one, disseminates information about good practice and covers many aspects of teaching, including curriculum, planning, activities and assessment practices from countries throughout the world. The aim of the book is to provide up-to-date coverage of key areas which have relevance to psychology education in a manner that is both technically accurate and readily understandable. The book incorporates research and perspectives from psychologists and professors from many countries throughout the world. It also includes information about the growing internationalization of psychology teaching, and future plans.

The ICOPE group will be meeting again during 2010 in Sydney, Australia and plan to meet in South Africa during 2012, thus connecting our group both virtually and physically to 4 continents and many university colleagues during our first decade. This is an exciting time for those of us involved in teaching psychology and training psychologists as we focus on internationalization of the discipline.

A key feature of this book, as with the last, is its international perspective on psychology teaching and learning. The authors have extensive experience teaching using many mediums, including interactive

television, web-courses, distance seminars and traditional lecture courses in many countries, including Russia, Brazil, Italy, Australia, South Africa, Romania, Malaysia, Mexico, the U.S., the UK and throughout Europe. We draw on these extensive experiences in synthesizing the material gathered here. The papers were contributed by noted psychologists and professors of psychology from throughout the world, selected from those presented at the 2008 conference. Unlike our first volume, which utilized UK English, this volume is written in the American version of the language. That decision was made based solely on the percentages of chapters and articles submitted in that version of the language; the remainder were then edited for consistency. We plan to revert to UK standard in our next volume, and for now ask that those of you reading this from Europe and other parts of the world unfamiliar with American spelling and usage to please bear with us if some areas seem awkward. As with the last volume, I apologize in advance and accept full responsibility for any errors resulting from the conversion.

Although all of the authors collaboratively shared knowledge in refining the chapters throughout this book, we each took specific responsibility for designated chapters most related to our own expertise. Charles Brewer, who has been a part of the evolution of our international teaching group since the inception, wrote the North American chapter in this volume, focusing especially on the changes in undergraduate education anticipated based on the recent Tacoma working group on the undergraduate curriculum sponsored by the American Psychological Association (APA). Michael Stevens, former President of APA Division 52, International Psychology, wrote about how professional organizations contribute to the growing internationalization of the discipline. Michael is among the first professors in the U.S. to teach a course in International Psychology, and he also wrote a chapter providing his insights on ways to structure such courses. Annie Trapp, a leader in the EUROPLAT project and a long-time leader in psychology education within the UK updated our chapter on Europe. William Gomes, Universidade Federal do Rio Grande do Sul (UFRGS), Brazil co-wrote the *Afterword* section along with long-time psychology teacher-of-teachers par excellence, Wilbert McKeachie. Dr. Gomes has extensive teaching and research experience in this area and recently served on a federal government committee for curricular reform for training Brazilian psychologists. He spent his last sabbatical at the University of Michigan in the U.S., broadening his familiarity of teaching practices with Bill McKeachie. Victor Karandashev, the organizer of the first International Conference on Psychology Education in St. Petersburg, Russia in 2002 and the heart behind the continuing success of the international conferences on psychology teaching and learning which drive

this series, wrote the introductory chapter for the volume, providing a thorough background and overview of developments in teaching psychology on the international level. Dr. Jas Jaafar, Past President of the Asian Psychological Association and Chair of the Department of Anthropology and Sociology (where psychology is housed) at the University of Malaya in Kuala Lumpur, Malaysia helped me update the chapter on Asia. Dr. Jaafar was educated in psychology in Ireland and England. Dr. Kate Moore of Darwin University in Australia, active in many national and international psychology associations and with a wealth of international experiences, updated the chapter on Australia. Dr. Andrew Thatcher added current information about more African countries and updated the information in our previous volume on Africa and the Mid-East. He did an excellent job editing and presenting the work of his African colleagues. I wrote the section on teaching on-line, and also edited the text throughout, along with Amanda Millar, our helpful editor and typesetter at *Cambridge Scholars Publishing*, for the sake of accuracy, clarity and consistency. As mentioned previously, we chose to use American English for this volume since the majority of our contributors this time utilized that form of the language. As with the last volume, I apologize in advance for any inconsistencies in style and format that have arisen as a result of the process of blending manuscripts created on word processing programs of various ilks from around the globe, and for the inability to include many of the proper symbols from the native languages represented here such as French, Russian, Portuguese and Hawaiian, as a result of my final editing on an American English keyboard.

I would like to thank all of the many contributors for sharing their expertise in this volume, and all of our audience for caring enough to remain current in international practices in the teaching of psychology. I would also like to apologize to the authors who presented their fine work at our conference whose work we were not able to include in this volume due to space constraints. All contributions were equally valuable and final decisions were based only on fit of content within chapters, not quality of presentation or writing. I hope this series will continue to be a valuable source of information to all psychologists, and especially to all teachers of psychology, regardless of level and area, in countries around the world. I also hope it will continue to bring us closer together as we continue making psychology a discipline which transcends national boundaries and serves all of mankind as we build more functional societies and improve quality of life for future generations.





# CHAPTER ONE

## THE INTERNATIONALIZATION OF PSYCHOLOGY TEACHING AROUND THE WORLD: HISTORY AND CURRENT TRENDS

### VICTOR KARANDASHEV

This chapter is written by **Victor Karandashev, Ph.D.** Dr. Karandashev has published several textbooks for psychology courses in Russian. He has taught at Russian universities and also been a visiting professor and a Fulbright Scholar in the U.S., working at and providing guest lectures for colleges and universities throughout the country, including James Madison University, Grand Valley State University and others. He has also visited and done research on teaching at universities in many European countries, including the UK, Germany, Sweden, Norway and Switzerland. He has presented his work related to international issues in psychology education at several national and international conferences, including the American Psychological Association, IUPsyS, Association for Psychological Science and others. He was instrumental in organizing the first International Conference on Psychology Education in St. Petersburg, Russia in 2002 and remains the driving force of the international teaching conferences that have contributed to the development of this book, and to the first volume, *Teaching Psychology around the World*. He has published in several journals and other venues and recently was an invited guest editor for the special issue on international practices in psychology education published in the IUPsyS flagship publication, *International Journal of Psychology*.

Since the early development of psychology, psychologists have had an interest in teaching and training within the discipline. First, many psychologists worked in academia and universities and so inevitably were engaged in both research and teaching. Second, they were especially interested in teaching because it was the only way to transfer their knowledge and continue their preferred schools of thought within

psychology. This was a way to spread the premises of structuralism, functionalism, behaviorism, psychoanalysis, cognitive psychology and so on. The primary way of teaching in earlier times was by engaging students in empirical research guided by professors, preceded by lectures. Teaching and research were naturally integrated. Later, more formal types of psychology teaching in higher education, separate from research, were gradually established: the lecture courses became longer, special lab exercises and tutorials developed, writing term papers became a more formal learning activity, and tests and formal exams became widespread.

Some psychologists in academia considered teaching as an inevitable necessity; for others, it was a passion. The latter group, besides their primary research interests, developed a special interest in how to teach. Some educational psychologists became interested not only in general educational issues and teaching of mathematics, languages, natural sciences and social sciences, but also in the pedagogy of psychology. A special interest in psychology teaching arose. Educational psychologists as well as those passionate about psychology teaching established the first groups focused on the teaching of psychology.

### **Growing Interest in Psychology Teaching: National Movements**

During recent decades, the interest in research and sharing experience about the teaching of psychology has been growing rapidly in many countries. It has been displayed by a proliferation of societies and divisions within psychological organizations specifically dedicated to the field of teaching and learning psychology. Some of these include:

- Society for the Teaching Psychology, APA Div. 2, in the USA;
- Section on the Teaching of Psychology of the Canadian Psychological Association;
- Special Interest Group for Teaching Psychology of the British Psychological Society (later transformed into Division for Teachers and Researchers) in the UK;
- Teaching, Learning & Psychology Interest Group in Australia;
- Australian Psychology Educators Network in Australia;
- Division of Basic and Graduate Academic Education and Continuing Professional Education of BDP: The Association of German Professional Psychologists in Germany;
- Association of University Professors in Psychology in France;
- Section of Psychology Education of RPS in Russia;
- Association for the Teaching of Psychology in the UK;

- Teachers of Psychology in Secondary Schools in the USA;
- Union of Psychology Teachers in Germany;
- ABEP- Brazilian Association for Psychology Education in Brazil

The national movement with the oldest tradition is The Society for the Teaching of Psychology in the USA that developed as a division of the American Psychological Association (APA). Officially, the American Psychological Association agreed on a divisional structure in 1944, inaugurating this in 1945. The idea of Division 2 emerged in Ohio during September, 1944, but it was not until APA's 53rd annual meeting in Evanston, Illinois, in September, 1945 that the Division came into being (Wight & Davis, 1992). Although the early events of Division 2's history (1944-1950) are for the most part unknown, the Division's first full decade began optimistically with the initiation of its original published forum, *Teaching of Psychology Newsletter*. From 1951-59 was a period of society identity formation while 1960-1974 was a period of character development. The membership was becoming large; the division witnessed a 14-year period of unprecedented growth (Wight & Davis, 1992). The salient feature of the Division's history during the next several years (1975- 1986) was a continuing effort to refine and further the advances of preceding years. This effort is best illustrated in the debut of *Teaching of Psychology (TOP)*, the official journal, in 1974, and the emergence of Division 2's teaching awards. In 1981, Division 2 faced the problem of declining membership, a trend that would continue until 1990 when new expansion began. The Division 2 story is that of a professional organization endeavoring to nourish the art of teaching. The APA divisions of General Psychology and Teaching of Psychology received divisional numbers 1 and 2 because: (a) they were the least specialized of the divisions, and (b) they might represent individuals who did not easily fit into more specialized divisions (Wight & Davis, 1992). The initial Division 2 membership count of under 50 peaked at about 2,600 in 1976, and has now stabilized at slightly over 2,000 members. This current count does not include the growing number of members who have joined the Society as "affiliates," that is, non-members of the American Psychological Association from other countries or disciplines. The total number of members of all types, including high school teachers and post-secondary teachers, approaches 3,000 at the present time.

The original designation of the Society as least specialized might be questioned at this point. Although the Society tries to serve teachers in all areas and levels of psychology and therefore shows many facets, the existence of a highly successful divisional journal and the clear presence

of divisional activities at the annual convention of the American Psychological Association suggest that teaching of psychology involves specialization that incorporates its own body of research and its own body of practice. More detailed information on STP appears in Chapter 3. Currently, the Society for the Teaching of Psychology advances understanding of the discipline by promoting excellence in the teaching and learning of psychology. According to the official webpage, the Society:

provides resources and services, access to a collaborative community, and opportunities for professional development. The Society also strives to advance the scholarship of teaching and learning, advocate for the needs of teachers of psychology, foster partnerships across academic settings, and increase recognition of the value of the teaching profession. (<http://teachpsych.org/index.php>).

In Canada, the Teaching of Psychology division was the natural child of the Interest Group on the Teaching of Psychology (IGTP), which had been formed at Convention '75 in Quebec City. According to the IGTP News (Fall/Winter 1975-76), "IGTP [was] the successor to CIIG, the College Instructors Interest Group, which ... met annually in conjunction with the Canadian Psychological Association ... since the 1972 meeting in Montreal." Teaching of Psychology (ToP) became a full-fledged section of the Canadian Psychological Association (CPA) in 1980, with Constitution and By-Laws formally approved by CPA's Board of Directors in 1991. The general aim of the Section on the Teaching of Psychology is to provide a forum for the exchange of information, ideas and data concerning all aspects of teaching, including methods and styles of teaching, innovative pedagogical techniques, and aspects of student behavior and evaluation. To this end, the Section offers a teaching-related symposium, paper session or workshop each year at CPA's convention. The general theme since 1989 has been: Improving the teaching of psychology (<http://www.cpa.ca/sections/teaching/>).

In Russia, the Council on Psychology of the Educational Commission for University Education in the Russian Federation was established in 1984. At that time, 9 universities were involved. From the end of the 1980s to the beginning of the 1990s, psychology education developed very rapidly in Russia. Many other universities launched psychology programs and became members. From 1992-2000, representatives of 43 additional universities joined the Council. Currently, the Council on Psychology is a division of the Educational Commission for University Education based at Moscow University. The deans of all psychology schools in the universities where psychology is taught and other authorities in

psychological science are members of the Council. Issues of psychology education and strategies for its development in the country, educational accreditation, licensure, and development of standards of higher psychology education are priorities (<http://www.psy.msu.ru/educat/umo/>).

Expanding interest in scholarship and reflections of experience in psychology teaching gained attention in many countries during the 1990s. A Special Interest Group for Teaching Psychology of the British Psychological Society was set up in the UK in 1997 and later transformed to the Division for Teachers and Researchers in Psychology (DTRP). The DTRP was designed to further the interests of individuals following careers in teaching psychology. The Division provides benefits for both members and non- members. It aims to be the professional home for any psychologist whose principal activities are in research, teaching, or a combination of both. It was formed to address the professional issues which concern that significant proportion of the Society's membership who do not offer direct psychological services to client groups, but rather undertake academic duties in schools, colleges, universities and research establishments or are undergoing training for careers in these settings. DTRP's aims are:

- To represent the scientific and professional interests of psychologists working as researchers and/or teachers;
- To work with other subsystems to encourage, sustain, develop and promote the development of psychological knowledge and its dissemination;
- To promote the highest standards of excellence in both teaching and research;
- To ensure that the mutual relationship between teaching, scholarship and research, which is so special in psychological science, is sustained wherever possible when psychologists are engaged in teaching;
- To promote the application of psychological knowledge in the teaching of psychology. (<http://www.bps.org.uk/dtrp/>).

In Australia, the Australian Psychology Educators Network (APEN) aims to build upon the knowledge and networks established by a series of recent initiatives supported by the Australian Learning and Teaching Council (ALTC), and its predecessor, the Australian Universities Teaching Committee (AUTC). APEN was originally established by 'Learning Outcomes and Curriculum Development in Psychology', an AUTC/Carrick project undertaken by Ottmar Lipp, Deborah Terry, Denise Chalmers, Debra Bath, Greg Hannan, Frances Martin, Gerry Farrell, Peter Wilson, and Stephen Provost between 2004 and 2006. More recently the work of this project has been carried forward by two related initiatives

directed by Jacquelyn Cranney: a Carrick Associate Fellowship project, 'Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum' (2006-2008), and an ALTC Discipline Initiative, 'Designing a future-oriented vision for undergraduate psychology in Australia' (2007-2008). Since 2007, APEN is also the Teaching, Learning & Psychology Interest Group (TLaPIG) of the Australian Psychological Society. This occurred partly because of the increasing interest in investigating, understanding and developing teaching and learning in psychology in a range of contexts, particularly tertiary and secondary education and training. Terms of Reference of TLaPIG/APEN are:

- To facilitate communication, exchange, and the development of communities of practice among stakeholders in teaching and learning in psychology;
- To promote and recognize excellence in the teaching of psychology;
- To enhance the learning experiences of students of psychology;
- To enable the dissemination of knowledge, resources and innovative approaches to learning and teaching in psychology;
- To promote and support scholarly investigation and the evidenced-based development of psychology teaching and learning and provide forums for the presentation of reports on investigations and developments;
- To provide advice to the APS, secondary and tertiary education institutions, government organizations, and other groups on relevant issues, including changes that impact on teaching and learning in psychology (<http://www.groups.psychology.org.au/tlpig/>).

The Brazilian Association of Psychology Education (ABEP) was established in 1999. Its objectives include: the development of the teaching of psychology, coordinating information and gathering data about the work market, identifying applications of psychology that can contribute to the solution of national issues, and disseminating necessary information for the improvement of programs in psychology. ABEP manages financial resources distributed to government-sponsored universities for the teaching of psychology and promotes the qualification and continuous education of psychology teachers. ABEP includes programs that promote the exchange of experiences and knowledge among teachers and students in the 26 states of Brazil. They make efforts to support the 33 offices of the association in the various regions of the country and facilitate exchange of information, both online and during face to face meetings. ABEP members are psychologists, students and teachers of psychology, as well as other institutional members from

regional councils and universities. Such a diverse body of members brings to the association a particular dynamic: the debates and directions of the teaching of psychology are built from the perspectives and interests of the different segments, keeping the focus on strengthening the teaching and the quality of education. The main activities developed by ABEP are scientific meetings, debates focused on teaching and education, studies, research meetings, and production of bibliographic and audiovisual material about themes in psychology. ABEP belongs to the National Forum for Psychology Associations (FENPB) which currently brings together 20 associations. This forum is the place where ABEP establishes most of its partnerships to consolidate actions of interest to psychology. With similar objectives, ABEP belongs to the Latin American Union of Psychology (ULAPSI), which is committed to the construction of a Latin American Psychology (Azzi & Vianna, 2008).

A necessity of sharing information on the teaching of psychology and developing instructional provisions for psychology education has been acknowledged and displayed by the establishment of organizations supporting psychology teaching. Two with well-developed infrastructure are the Education Directorate of APA in the USA and Higher Education Academy Psychology Network (formerly Learning and Teaching Support Network for Psychology) in the UK. The Education Directorate of the American Psychological Association, established in January 1990, has endeavored to advance the science and practice of psychology for the benefit of the public through educational institutions, programs, and initiatives. The directorate seeks to advance education and training in psychology and encourage the application of psychology to education and training. The directorate works to do this by:

- Enhancing the quality of teaching and learning outcomes at all levels of education and training,
- Meeting the demands of the changing demographics in a multicultural society through education and training, and
- Increasing the level and availability of financial and public policy support for education and training.

The Directorate provides information on accreditation, continuing professional education, scholarships, grants, and funding. (<http://www.apa.org/ed/inside.html>). More information on APA's Education Directorate appears in Chapter 3.

The Higher Education Academy Psychology Network in the UK supports the teaching and learning of psychology across the UK. A core team based at the University of York, with a partner site at the University

of Abertay, works to develop supportive networks and to improve the learning experience of psychology students. They aim to:

- monitor policy development and keep departments informed about changes that impact the teaching and learning of psychology;
- inform staff about innovations in teaching, suggest good practice and provide resource lists;
- build communities of practice by brokering networks to support the sharing of practice and to stimulate developments in academic practice;
- encourage research into teaching practice and the learning experience and to provide opportunities for publication, and
- support departmental developments in relation to teaching and learning.

Overall they promote excellence in the learning, teaching and assessment of psychology across the full range of activities relevant to UK Higher Education (<http://www.psychology.heacademy.ac.uk/>).

Due to increasing interest in the area of teaching psychology, new national societies, associations, government departments and special groups have recently come to life that we are not aware of because of language barriers, and we apologize for their lack of inclusion here. Many others will surely be established in the near future. If you are aware of any we have overlooked, please let us know by signing in to <http://www.interteachpsy.org/> so that we may correct our oversight in future volumes.

## **Growing Interest in Psychology Teaching: Specialized Publications**

Growing interest in teaching psychology has also been evidenced by the establishment of special national journals devoted to teaching and learning of psychology: *Teaching of Psychology* in the US, *Psychology Teaching Review* in the UK, *Psychology Learning and Teaching* in the UK, and *Training and Education in Professional Psychology* are a few examples of these. *Teaching of Psychology* evolved from the *Teaching of Psychology Newsletter*, whose inaugural issue appeared in November, 1950. In 1973, Robert S. Daniel was appointed editor for a 2-year term that lasted 13 years. The journal developed its current look under his guidance, increasing from two to four issues a year. In 1985, Charles L. Brewer succeeded Daniel and continued to produce an exceptional journal that was recognized as one of the top disciplinary journals in the country. After Brewer's dozen years in the leadership position, Randolph A. Smith accepted the role of editor. *Teaching of Psychology* may be considered as



an indispensable source book for teaching methods and as a forum for new ideas. Dedicated to improving the learning and teaching process at all educational levels, this journal has established itself as a leading source of information and inspiration for all who teach psychology. Coverage includes empirical research on teaching and learning; studies of teacher or student characteristics; subject matter or content reviews for class use; investigations of student, course, or teacher assessment; professional problems of teachers; essays on teaching; innovative course descriptions and evaluations; curriculum designs; bibliographic material; demonstrations and laboratory projects; book and media reviews; news items, and readers' commentaries. Each year, 4 issues are released (Daniel, 1992).

*The Psychology Teaching Review* (PTR) is one of two UK publications dedicated to the topic of teaching psychology. It is a peer-reviewed membership publication run by the Division of Researchers and Teachers in Psychology of the British Psychological Society. The PTR focuses on research and theoretical issues surrounding the teaching of psychology in schools, colleges, universities and elsewhere. The publication, produced once each year, consists of peer reviewed papers, profiles of departments, and autobiographies of distinguished teachers or researchers. (<http://www.bps.org.uk/dtrp/what-is-the-psychology-teachingreview.cfm>).

Psychology Learning and Teaching (PLAT), the other UK publication, aims to inform and encourage good practice in the teaching and learning of psychology within Higher Education. It is primarily a publication aiming to encourage scholarly approaches to teaching psychology and dialogue between research and practice

([http://www.psychology.heacademy.ac.uk/html/plat\\_journal.asp/](http://www.psychology.heacademy.ac.uk/html/plat_journal.asp/)).

Training and Education in Professional Psychology of the APA is a relatively new journal in the field. It was launched in 2007 and dedicated to enhancing supervision and training provided to psychologists. The Association of Postdoctoral and Internship Centers in the USA and the APA have joined together to publish the journal, which serves as the primary source for gathering important information that contributes to and advances professional psychology education and training. The journal is written for psychologists and other mental health professionals who educate, supervise, and train mental health practitioners during their academic program as well as during their participation at practicum, internship, and postdoctoral settings. They produce 4 issues per year (<http://www.apa.org/journals/tep/>).

## **Growing Interest in Psychology Teaching: Conferences and Meetings**

Due to growing interest in psychology education, special national conferences and meetings devoted to psychology teaching, learning and training are organized in several countries on a regular or at least an occasional basis. In the USA, Society for the Teaching of Psychology offers special workshops and mini conferences on assessment, teaching and other issues. There are also teaching conferences at regional meetings, such as the Lewis Terman Teaching Institute prior to the Western Psychological Association Annual Meeting, and a special program devoted to teaching during yearly conventions of APA (<http://teachpsych.org/conferences/apa/apaprogram.php/>), as well as APS ([http://www.psychologicalscience.org/convention/program\\_highlights.cfm?abstract\\_type=teach](http://www.psychologicalscience.org/convention/program_highlights.cfm?abstract_type=teach)). The National Institute on the Teaching of Psychology (<http://www.nitop.org/index.html>) is held every year in Florida. There are also numerous regional conferences (<http://www.teachpsych.org/conferences/index.php>) for psychology teachers at two- and four-year colleges, universities, and high schools.

In the UK, the Higher Education Academy Psychology Network organizes a Psychology Learning and Teaching (PLAT) Conference every two years to enhance university psychology teaching and assessment. (<http://www.psychology.heacademy.ac.uk/html/conferences.asp/>).

The major aim of all of these conferences is to bring together:

- Those teaching psychology;
- Support and administrative staff working with psychology departments;
- Researchers studying the teaching of psychology;
- Organizations implementing policy related to teaching in higher education, and
- Developers and publishers of psychology resources.

The First Russian Conference on the Teaching of Psychology was held in Moscow during 1998. More than 400 psychologists and teachers participated. The materials of the conference were published in two volumes. It is a pity that no further national conferences like this have occurred in Russia. However, in 2006 the Council on Psychology of the Educational Commission for University Education gathered more than 150 participants for a Plenum to discuss the development of psychological education in the Russian Federation, in particular regarding the development of new educational standards in psychology and integration into the European educational system according to the Bologna reforms.

In South Africa, the first "Teaching of Psychology in South Africa" Conference took place in 2007 at the University of the Free State (UFS) Bloemfontein Campus, hosted by the UFS Department of Psychology. The event was the first of its kind in South Africa and attracted 118 participants representing 27 organizations. The need for a forum of this nature became apparent from the response. Participants were from all nine provinces in South Africa, as well as from other countries in Africa. For information, see the website at:

<http://www.ufs.ac.za/faculties/content.php?id=5187&FCode=01&DCode=163>

In recent years, several teaching of psychology conferences were held in other countries as well. The list presented above is far from comprehensive and all-inclusive; however it offers a reasonable sample and attests to the growing interest in teaching psychology around the globe. It seems that the more advanced psychological science and practice in a country is, the more advanced interest in the field of teaching and learning psychology becomes. This eventually results in the appearance of special resources devoted to teaching psychology, such as societies, journals, conferences and supporting administrative structures. In the case of psychology, the availability, status and need for professional services all seem to be precursors of developing good systems of teaching and training. Some national and international associations devoted to social, personality, developmental, abnormal, clinical, and cognitive psychology have been recently developing an interest in the teaching of those particular subdisciplines and developing teaching resources in their fields, as well, expanding the number of organizational resources devoted to teaching. See <http://www.interteachpsy.org> for more information.

## **International Psychology and Internationalization of Psychology Education**

Psychology was an international discipline from its beginning. Early psychologists opened laboratories, engaged in practice, and began teaching in such diverse countries as Germany, France, Great Britain, United States, Russia, Japan, Mexico, India, Argentina, New Zealand, and others. The beginning of international psychology dates back to the end of the 19th century, with the First International Congress held in Paris in 1889, but its first official structure, the International Union of Scientific Psychology, was not created until 1951.

During the 20th century, there were three main worlds of psychological science: the United States of America, other industrialized countries and developing countries. There were few possibilities for international

exchange of knowledge in psychology. International influence was quite sporadic: occasional visits of European psychologists to the USA and South America and American psychologists to Europe were about the extent of the cross-fertilization that occurred. This is why behaviorism remained a predominantly American school of thought, Gestalt psychology remained a German approach, psychoanalysis was European and South American, and so on. Little export of psychology from country to country occurred, and when it did, it was often out-of-sync historically. One example is the socio-cultural theory of Russian psychologist Lev Vygotsky. He developed his theories in Russia in the 1920s, but they did not become known in Western psychology until the last part of the 20<sup>th</sup> century, and his theories currently remain very popular in education textbooks, where he is sometimes presented as a contemporary psychologist. Why weren't his ideas exported earlier?

There are various explanations for the isolation of national psychologies (Stevens & Wedding, 2004). American, British, German, Russian, and French versions of psychology, as understood by the psychologists, seemed sufficient for their own countries and hence, they did not have much interest in psychology abroad. Language barriers also caused some problems for the international exchange of psychological knowledge, but these were not the only barriers. The shortage of psychology research findings obtained using scientific methodology in many countries was apparent, too. Although this is changing, only a little over a decade ago Lonner noted: "It has been estimated that over 90 percent of all psychologists who have ever lived are from the Western world...and over 90 percent of all the world's psychological literature has come from ... laboratories in the industrialized world" (Lonner & Malpass, 1994, p. 2).

By the second half of the 20<sup>th</sup> century, three worlds of psychology had been formed in relative isolation from each other. The United States of America was the first world, a super power. Other industrial countries formed the second world. Great Britain, Germany, France, and Russia, for instance, had quite long traditions in psychological science, all unique to their own traditions. But the university system in those countries was not so extensive then. There were fewer psychologists than in the U.S.A. and psychology education had fewer resources than it does at present. Developing countries, like Bangladesh, Cuba, Botswana and Nigeria formed the third world of psychology. During recent decades, the number of psychologists in those countries is rapidly growing in scientific and applied psychology as well as in psychology teaching. I will discuss the connections between these three worlds of psychology later.

Psychology in many countries started growing rapidly in the 1960s (see several chapters in Stevens & Wedding, 2004, for examples) and continued through the 1970s and 1980s. Trans-national organizations began, as well. For instance, in 1951, the Interamerican Society of Psychology (SIP) was founded in Mexico City. The leadership of SIP included members from North, Central, and South America, and the Caribbean. The official languages of SIP were Spanish, English, Portuguese and French. SIP provided a means of communication among psychologists with similar areas of specialization in North, Central, and South America and the Caribbean and promoted research, as well as academic and professional exchange, among the different nations of the American continent. Since 1967, SIP has published *The Interamerican Journal of Psychology*. Every two years, the society organizes the Interamerican Congress of Psychology, with the goal of promoting the scientific, academic, and professional exchange of information within psychology and other related disciplines. This conference is held in a different country on the American continent each time---most recently Guatemala in 2009. SIP maintains a central office which serves as a source of information regarding research, publications, and opportunities for education and training:

<http://www.coedu.usf.edu/zalaquett/SIP/sipusc.html#ab/> .

National and trans-national developments in psychology led to the first calls for internationalization of psychology (Ardila, 1982). There were a number of arguments for doing so. Rosenzweig (1984) pointed out that psychology outside the USA was growing at a more rapid rate than within the USA. In the same year, Sexton and Misiak (1984) wrote that: "The value of knowing psychology in other countries and the need to maintain close relations with psychologists abroad cannot be overemphasized" (p. 1030). This refers to academic psychology as well as to psychology as a profession. A decade later, Lunt (1996) drew attention to the great diversity of psychology in Europe in terms of training, areas of specialization, and even conceptions of the nature of the discipline.

The 1990s witnessed an explosion of interest in international psychology. Psychology as taught and practiced in Mexico and much of South America already had a fairly international grounding. Many other developing countries became interested in U.S. psychology since that country was the leader in empirical psychological research at the time, and many of the professors in those countries had been educated in the U.S. at the graduate level. Correspondingly, U.S. and European psychology expressed an interest in psychology in other countries. For example, in 1996 *American Psychologist* devoted a special section to development of

and issues in international psychology. In 1997, the Division of International Psychology (Division 52 of APA) was established. *News from EFPPA*, the newsletter published by the European Federation of Professional Psychologists' Associations, also contained regular news items from member Associations and occasional articles which provided overviews of psychology in particular countries, including Finland (Saari, 1995), Hungary (Pleh, 1991), Estonia (Allik, 1992), Malta (Borg, 1994), Portugal (Pereira, 1994), Turkey (Sahin, 1995), Greece (Velli, 1995), Italy (Spaltro, 1993), and Latvia (Renge, 1995). These overviews provided some information on psychologists' professional practice and training.

The *European Psychologist* was launched in 1996 and became a journal that integrated "across specializations in the discipline and provided a general platform for communication and cooperation among psychologists throughout Europe and worldwide, devoted to psychology in its full breadth, as a science and a practical profession" (Editorial, Issue 1, 1996). The *European Psychologist* was also conceived to further the discipline in trans-disciplinary international contexts (Pawlik, 2003). It has provided a direct source of information regarding both applied and research psychology throughout Europe, provided a European perspective on many dimensions of new work being done elsewhere in psychology, and made European psychology visible globally. The *European Psychologist* became an English language voice of psychology in Europe and attracted an audience worldwide. The *International Journal of Psychology*, published by IUPsych, fulfills a similar role for an even broader audience.

From 1990-1999 was a period when many publications began to shed light on international psychology by a focus on national practices in teaching and training in several different countries. The *Annual Review of Psychology* carried overviews of psychology in selected countries from time to time, such as Belgium (Richelle, Janssen & Bredart, 1992) and Spain (Prieto, Fernandez-Ballesteros, & Carpintero, 1994). The American journal *Teaching of Psychology* included occasional articles on psychology education in different countries. In recent years there have been articles on psychology in Estonia (Sommer & Sommer, 1991; Tomusk & Tomusk, 1993) and the United Kingdom as seen through the eyes of exchange staff (Clack & Joynson, 1992) or visiting scholars (Hettich, 1994). *Psychology Teaching Review*, a journal published by the British Psychological Society, included short articles on the teaching of psychology in a number of European countries, including Ireland (Swain, Taylor, & O'Connor, 1992), Portugal (Radford, 1992), and Norway (Raaheim, 1992). However, these articles provided only patchy insights