Berichte aus der Psychologie

Michael Krämer, Siegfried Preiser,
Kerstin Brusdeylins (Hrsg.)

Psychologiedidaktik und Evaluation XII

Materialien aus der Sektion Aus-, Fort- und Weiterbildung in Psychologie (AFW)
im Berufsverband Deutscher Psychologinnen und Psychologen e.V. (BDP)
Band 15

Dem Wunsch mehrerer Autorinnen und Autoren folgend sei an dieser Stelle darauf hingewiesen, wenn in den folgenden Beiträgen entweder nur die männliche oder nur die weibliche Sprachform genutzt wird, so sind jeweils beide Geschlechter gemeint. Es geschieht ausschließlich der besseren Lesbarkeit halber.

Um den Datenschutz zu wahren, wurde auf die Veröffentlichung der Autoren-adressen verzichtet. Wenn Sie Kontakt zu einer Autorin oder einem Autor aufnehmen wollen, schreiben Sie bitte eine e-mail an folgende Adresse. Der Herausgeber leitet Ihren Wunsch gerne weiter: kraemer@fh-muenster.de

Inhalt

Aus-, Fort- und Weiterbildung in Psychologie – Grundlegende Konzepte

MICHAEL KRÄMER

Novellierung des Psychotherapeutengesetzes – Anmerkungen zum Arbeitsentwurf des Bundesministeriums für Gesundheit 3

ELMAR SOUVIGNIER

„Aktivieren ist besser als Erklären!(?)“ Einstellungen zum Lehren und deren Bedeutung 11

JULIA MENDZHERITSKAYA, SABINE FABRIZ, MIRIAM HANSEN, NICOLA REIMANN, JAMIE THOMPSON, MALCOLM MURRAY, JULIE RATTRAY UND TETI DRAGAS

Förderung der Reflexion über eigene Lehre durch interkulturellen kollegialen Austausch im Rahmen von hochschuldidaktischen Weiterbildungsprogrammen in Deutschland und England 19

MARIA TULIS

Da ist immer noch Luft drin! Zur Notwendigkeit einer didaktischen Konzeption kognitiver Umstrukturierungsprozesse im Psychologieunterricht 27

JONATHAN BARENBERG UND STEPHAN DUTKE

Drei Untersuchungen zum Testeffekt – drei Perspektiven auf das Konzept evidenzbasierter Lehre im Lehramtsstudium 37

GESA UHDE, BARBARA THIES, HANNAH PERST UND LENA HANNEMANN

Kompetenzorientierte Beratungs- und Begleitstrukturen im Lehramtsstudium: Selbstreflexionskompetenzen und Classroom-Management-Strategien fördern 45

PAUL HINNERSMANN

Warum mache ich das? Und warum ist diese Frage wichtig? Ein Workshop zur Motivationspsychologie für Psychologielehrkräfte 55

ULI SANN UND FRANK UNGER

Konzeption und Weiterentwicklung einer wissenschaftlichen Weiterbildungsveranstaltung zum „Umgang mit herausfordernden Situationen“ in der öffentlichen Verwaltung 63

Psychologie studieren in unterschiedlichen Institutionen

UTE-REGINA ROEDER UND SARAH-INES MEUDT
Psychologie studieren nach Bologna 73

MICHAELA ZUPANIC, JAN P. EHLERS, STEFAN J. TROCHE
Auswahlgespräche im Gutachter-Tandem für den Bachelorstudiengang Psychologie der Universität Witten/Herdecke 79

NINA ZEUCH, LENA KEGEL, MARLENE MERTENS UND LEONIE SCHRÖDER
Partizipative Elemente bei der Gestaltung von Lehre am Institut für Psychologie der Westfälischen Wilhelms-Universität Münster 89

ROBERT GASCHLER UND STEFAN STÜRMER
Erfahren und Üben im Browserfenster – Interaktives Lernen im B.Sc. Psychologie an der FernUniversität 99

SIEGFRIED PREISER UND TIMO STORCK
Die Psychologische Hochschule Berlin – ein Ort für die Diversität von Themen, Methoden und Menschen 107

Psychologie im Kontext der Berufs- und Allgemeinbildung

GISLINDE BOVET
Psychologische Bildung für Schülerinnen und Schüler 113

PAUL GEORG GEIß
Psychological literacy als Ziel des Psychologiestudiums und des Psychologieunterrichts 121

NADJA BADR
Beiträge des Psychologieunterrichts zur allgemeinen Bildung auf der Sekundarstufe II 131

HANS-PETER NOLTING
Leitlinien psychologischer Allgemeinbildung 139

DAVID FRAISSL
Psychologische Bildung: Für eine autonomieorientierte Psychologievermittlung – ein erster Entwurf 145

Lehren und Lernen - Praxiskonzepte

Markus Gerteis
Aufbau einer wissenschaftlichen Haltung in der Ausbildung von angehenden Lehrpersonen 155

Bastian Hodapp
„Weniger Referate!“ – Eine empirische Untersuchung zu Brainwalking, Thesenpapier, Forschungswerkstatt und Rollenspiel 165

Guido Breidebach
Eine Didaktik der differenzierten Individualisierung 173

Natalie Enders
Förderung selbstregulatorischer Fähigkeiten in einem E-Learningseminar für Lehramtsstudierende 183

Sina Schürer, Bea Bloh, Stefanie van Ophuysen und Lars Behrmann
Vermittlungsstrategien zum Forschenden Lernen in der Lehrerbildung – Was nutzt der Nutzen? 191

Stefan Zimmermann, Patrick Müller und Thomas Bäumer
Projektbasierte Methodenlehre als Plattform zur Auseinandersetzung mit gesellschaftsrelevanten Fragestellungen 201

Mirjam Braßler
Interdisziplinäre Nachhaltigkeitsbildung – Eine große Chance für angehende Psycholog*innen 209

Ulrike Starker
Nachhaltigkeitskompetenz fördern durch „Gaming“ – ein interdisziplinäres Lehr-Lern-Projekt 217

Lars Behrmann
Die Förderung diagnostischer Kompetenzen von Lehrkräften – Ein theoriebasiertes Seminarkonzept mit praktischen Übungen 227

Lars Hauten und Ingo Jungclaussen
Kasuistik im Verfahrensdialog (KiV) – Neue didaktische Wege in der verfahrensdialogischen Psychotherapie-Ausbildung am Institut für Psychologische Psychotherapie Berlin (*ppt*) 237

MONIKA SKLORZ-WEINER
Die Vermittlung von Grundlagen eines professionellen Therapeut-Klient-Verhältnisses im Rahmen des Psychologieunterrichts an einer Berufsfachschule für Atem-, Sprech- und Stimmlehrer/innen 245

KERSTIN BRUSDEYLINS
Psychoedukation und Schmerzbewältigung in der multimodalen Schmerztherapie 253

AILEEN WOSNIAK
Entwicklung und Evaluation einer Intervention für Kindergartenfachkräfte zur Förderung des Emotionswissens von Kindern 261

MARKUS KNÖPFEL, TIM KÖHLER UND FRANK MUSOLESI
Handlungsempfehlungen für die Durchführung von Problem-Based Learning (PBL) auf Basis der Lehrevaluationsergebnisse 265

ANITA KNÖFERLE UND DOROTHEA DORNHEIM
Entwicklungsförderliche sprachliche Intervention – ein Theorie-Praxis-Seminar für Studierende mit Unterrichtsfach Psychologie 273

BRIGITTE STEINHEIDER, VIVIAN HOFFMEISTER AND JAMES MCKENZIE
Combining Team-based Learning with Creativity to Increase Learner Engagement in a Non-Traditional Graduate I/O Psychology Program 281

ARISTI BORN
Mit Psychologie und Praxiserfahrung ins Lernen starten: Die Projektwerkstatt als neues Lernformat im Studiengang Soziale Arbeit 289

Evaluation der Lehre

STEPHAN DUTKE, UTE-REGINA ROEDER UND JONATHAN BARENBERG
Findet in Psychologie-Lehrveranstaltungen verteiltes Lernen statt? Eine Untersuchung zu Einflussfaktoren und Effekten auf die metakognitive Lernleistung 299

MICHAEL KRÄMER
Einflussfaktoren auf den Studienerfolg aus subjektiver Perspektive 307

TIMO HERDEL UND SIEGFRIED PREISER
Trainingskompetenzen – Validierung eines Trainer-Selbstkonzept-Fragebogens und Evaluation eines Trainings 317

Evaluation des Lernens

INES DEIBL, JÖRG ZUMBACH UND VIOLA GEIGER
Constructive Alignment im Bereich der Pädagogischen Psychologie – Entwicklung und Anwendung eines Fragebogens zur Erfassung von Constructive Alignment 327

PETIA GENKOVA UND MANUELA BÖCKENFELD
Generation Y und Stressbewältigungsstrategien: Studiert man heute anders? 335

BASTIAN HODAPP
Entwicklung, Erprobung und Evaluierung eines neuen Prüfungsformates beim Forschenden Lernen 343

HEIKE M. BUHL, CARLA BOHNDICK, SABRINA BONANATI, CHRISTIAN GREINER, JOHANNA HILKENMEIER UND ROBERT KORDTS-FREUDINGER
Fallbasierte Modulabschlussprüfungen zur Verzahnung von Theorie und Praxis im Master des Lehramtsstudiums 351

MICHAELA ZUPANIC, STEFAN J. TROCHE, JAN P. EHLERS
Absolvierendenniveau im formativen Progress Test Psychologie: Anspruch oder Wirklichkeit? 359

FLORIAN KLAPPROTH
Die Eignung von Mehrfachwahlaufgaben für die Lernverlaufsdiagnostik 369

ANGELIKA TAETZ-HARRER, MICHAELA ZUPANIC UND STEFAN J. TROCHE
Was würden Sie tun? - Generieren von Antwortoptionen in der Entwicklung eines *Situational-Judgement-Test* zur Erfassung sozialer Kompetenzen 377

Combining Team-based Learning with Creativity to Increase Learner Engagement in a Non-Traditional Graduate I/O Psychology Program

Brigitte Steinheider, Vivian Hoffmeister and James McKenzie

Providing a rigorous, high-quality I-O program in a compressed course format to meet non-traditional students' needs is a major balancing act and requires different teaching approaches. This paper reports preliminary data (N = 36) comparing a team-based learning (TBL) approach using creative assignments with other adult-learner oriented courses, and assessed instructor and team servant leadership, class climate and learner engagement. Instructor and team servant leadership was associated with a positive climate in the classroom, leading to high engagement. Comparisons showed significantly higher scores for all constructs except team servant leadership for TBL courses, suggesting its promise for non-traditional I-O programs.

The number of students enrolling in nontraditional psychology programs has significantly increased during the last decade. To accommodate full-time working and highly heterogenous students, classes are offered on weekends or in the evening which puts high demands on students and faculty and require different teaching approaches. Meeting nontraditional students' needs and providing a rigorous, high-quality I-O program is a major balancing act.

The Master of Arts program in Organizational Dynamics (ODYN) at the University of Oklahoma (OU) in Tulsa is an interdisciplinary program designed to provide working professionals with the leadership skills needed to manage people, projects, and technology, and offers two specialization tracks in Human Resource Management and Project Management. The program started in spring 2003; currently 45 students are enrolled. Students are diverse in age, background and organizational position and represent a variety of companies including not-for-profit organizations and government agencies. The program uses a compressed format with class sessions conducted over 3 weekends. Pre-course preparation including readings and assignments is required so that class time can be devoted to exercises and discussions. Projects or papers are due several weeks after the last class session. The compressed format works well for content-oriented classes in which the prolonged class meetings facilitate topic

immersion. Data from student exit surveys and annual program evaluations support the program's effectiveness; however, teaching approaches within the program have never been compared.

While all instructors utilize teams, practical application of theories and concepts, and business juries at the end of the course to validate the learning, only the first author of this paper has been using team-based learning (TBL; Michaelsen & Sweet, 2011) since the first ODYN class and strongly focuses on creativity and innovation. Her teaching evaluations have been consistently very high (90^{th} -100^{th} percentile in a college with more than 500 faculty) through the last 15 years, and students and alumni implementing her teaching methodologies to their own or other organizations provides anecdotal evidence for their effectiveness. In this exploratory investigation, the second and third authors collected preliminary data comparing TBL courses with other courses in the program to better understand whether and how team-based learning and creative assignments keep non-traditional students engaged in the learning process.

Team-based Learning

TBL shifts the student workload for reading and understanding the concepts to before class time so that students can learn how to apply the material during class (Michaelsen & Sweet, 2011). At the beginning of the class, students are strategically divided into teams with diverse levels or areas of relevant expertise in which they will remain for the duration of the course so that they are able to learn from each other as much as from the material and instructor. To assess initial understanding of the reading material, groups take two assessments at the beginning of each unit: first, students take a short multiple-choice test about the preparation materials individually before they retake the same test as a team.

The instructor gives students immediate feedback about their individual and team performance and clarifies concepts or items missed. The rest of the course is designed to include decision-based application exercises, so that students can practice applying the course materials to tackle complex, real-world problems. At the end of the course, team members rate each other's contributions and provide positive and constructive feedback (Michaelson & Sweet, 2011). A recent analysis of 40 TBL studies concluded that there is initial evidence for positive educational outcomes in terms of knowledge acquisition, participation and engagement, and team performance, but that

more rigorous testing is needed to confirm the effects and explore the underlying mechanisms (Haidet, Kubitz & McCormack, 2014). However, TBL is mostly used in the health sciences and the undergraduate level; there were only two studies published in psychology and both at the undergraduate level.

Facilitating Student Creativity

Creativity and innovation are becoming more critical to all organizations to stay competitive; however, there is concern that the American educational system may not foster creative thinking. Amabile's (1988) componential theory of creativity describes creativity as the confluence of expertise, creative thinking skills, and intrinsic task motivation, interacting in a supportive environment. Therefore, creativity should be highest when 1) an intrinsically motivated person with 2) high domain expertise and 3) high skill in creative thinking 4) works in an environment high in support for creativity. Students are most creative when they feel motivated primarily by the interest, enjoyment, and challenge of the work itself, and not by extrinsic motivators, such as grades or recognition. Of the individual components, the environment has the strongest effect on intrinsic motivation. Creativity can be stimulated through the social environment by offering a sense of positive challenge in the assignments; engaging with collaborative, diversely skilled, and idea-focused teams; when students have freedom to carry out their assignments; and when instructors encourage the development of new ideas and student participation, as well as set a clear mission for the class to be creative. These conditions are given in ODYN with students working on relevant problems, acquiring the knowledge, working in teams with diverse skill sets in a collaborative environment. In addition, in classes by the TBL instructor, students present their solutions to assignments as posters, metaboards or in an entertaining format ('infotainment') which are also graded on creativity and innovation, allowing students to develop their creative skills.

Instructors using TBL lecture significantly less, but rather act as facilitators to help reinforce concepts and engage students in group knowledge sharing. Therefore, we assessed the role of the instructor through servant leadership which describes leadership as developing others. Because teams provide guidance to each other and help each other to develop, we also assessed servant leadership at the team level. We hypothesized that instructor and team servant leadership is higher in TBL classes than in other classes. In

TBL approaches, students benefit from the supervisor and peer support present in the team setting, experience autonomy in their choice of potential solutions and selecting their final assignments, integrate multiple perspectives and rely on each other. A positive organizational climate has been linked to high work engagement, and we hypothesized that the class climate would be higher in TBL classes than in other classes. Team assignments with a focus on real world problems and creative problem solving promote active learning in that they involve discussions about different approaches to problems and we hypothesized that students in TBL classes will be more engaged than in other classes. To better understand the impact of creative assignments, open ended questions were sent to several teams at the end of a TBL-based class.

Methods

Sample and Procedures

Due to small class sizes and low response rates, data were collected from eight classes in the ODYN program offered during one year by emailing students a link to a survey posted on Qualtrics at the end of each class. All classes used collaborative learning techniques and teams; however, only half (four classes) used the specific TBL format. A total of 50 students accessed the survey; however, after deletion of incomplete surveys, data from 36 students remained (22 ODYN, 16 other courses). Half of the respondents (56.3%) were female, the median age was between 25 and 34 years, and the median tenure in the program was between 5 and 9 classes out of a total of 13 classes.

Student interviews were gathered from six students who have completed both TBL and other courses in the program. Students responded to seven open-ended questions about their past experiences with creativity, if they feel their creativity has remained stable throughout their career, and how, if at all, they engage their creativity in and outside the program.

Measures

The pilot study employed a cross-sectional design, assessing Instructor and Team Servant Leadership as independent variables, classroom climate as mediator, and learner engagement as dependent variable.

Instructor and team servant leadership were measured with the servant leadership survey developed by Ehrhart (2004) using 12 items of his 14 item

instrument, covering six dimensions of servant leadership behavior with two items, each of which were adapted for the classroom context (α = .93 for both scales): (1) forming relationships with students, (2) empowering students subordinates, (3) helping students grow and succeed, (4) behaving ethically, (5) having conceptual skills, and (6) putting students first.

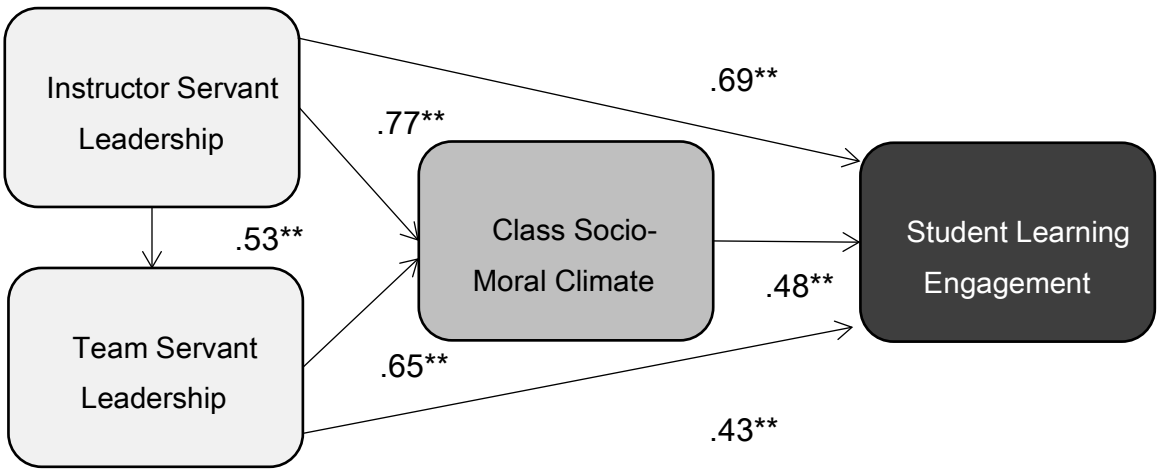
Classsroom climate was measured by using the 21item socio-moral climate (SMC) instrument developed by Pircher Verdorfer, Steinheider, and Burkus (2015) and adapted for the class context (α = .93). The five sub-scales are: (1) open confrontation with conflicts (4 items), (2) reliable and constant appreciation and respect (4 items), (3) open communication and participative cooperation (5 items), (4) assignment of responsibility (4 items), and (5) organizational concern for the individual (4 items).

Learner engagement was measured by adapting two sub-scales of a short version of the UWES-9 (Schaufeli, Bakker, & Salanova, 2006; α = .94) which assesses vigor (3 items) and dedication (3 items) as key components of work engagement.

Results

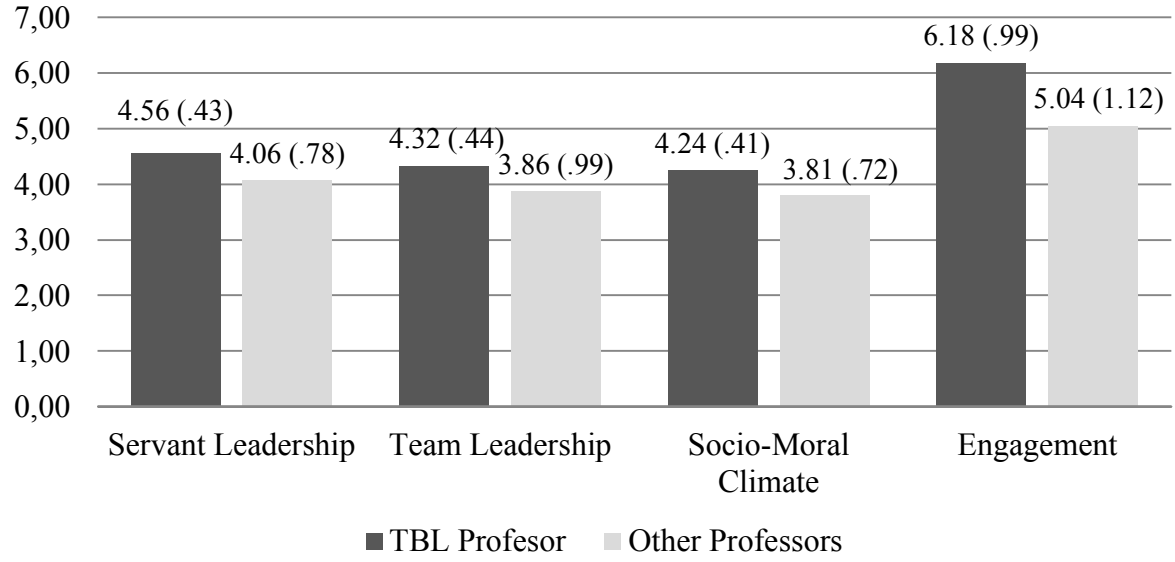
Figure 1 reports the inter-correlations of the variables, explaining a model of student learning engagement through servant leadership and socio-moral climate. Instructor servant leadership, team servant leadership, socio-moral climate and student engagement were all positively associated with one another, suggesting that the presence of servant leadership both by the professor and in the team setting is associated with a positive SMC in the classroom, leading to high engagement.

Fig. 1: Correlations of variables, indicating a model of student learning engagement through servant leadership and socio-moral climate
** significant at the $p < .01$ level.



A comparison of TBL and other classes showed positive evaluations for all constructs with significantly higher scores for instructor servant leadership ($t(18.03) = 2.19$, $p < .05$), SMC ($t(34) = 2.30$, $p < .05$) and learner engagement ($t(34) = 3.21$, $p < .01$) in the TBL condition (see Figure 2) but no differences between TBL and other classes on team servant leadership ($t(16.35) = 1.66$, *ns*).

Fig. 2: **Means and standard deviations (in parentheses) of instructor servant leadership, team servant leadership, socio-moral climate, and student engagement in TBL courses versus other courses**



Overall, students reported a shift in their creative capacity throughout their time in the ODYN program. One student noted, "I have never thought of myself as a creative person. I feel like it has probably increased since starting [the ODYN] program." and pointed to the class climate as cause, "The nurturing and collaborative environment of ODYN is palpable." Students stated that the team structure directly supports the creative climate: "Establishing core teams during the first session helps establish even more intimate connections and support and creates space for creative conversation with peers," and, more succinctly: "ODYN teams enhance creativity." Additionally, one student indicated that the program provides a chance to develop creativity, saying, "This program allows for students to… grow, develop, or use their natural strengths and abilities … while giving those that may feel a bit insecure in their creativity… a chance to explore a side of themselves they may feel less confident about." The creative and collaborative climate also leads to a transfer of skills, with one student indicating: "The

creative approaches I practice in ODYN are directly relatable to my team meetings [at work] where my goal is to create an ownership mindset of the people I lead."

Discussion

This study reports preliminary data (N = 36) comparing a team-based learning (TBL) approach using creative assignments with other adult-learner oriented courses, and assessed instructor and team servant leadership, class climate and learner engagement. Instructor and team servant leadership was associated with a positive climate in the classroom, leading to high engagement. Comparisons showed significantly higher scores for all constructs except team servant leadership for TBL courses, and qualitative comments indicated that students developed creative skills and transferred them also to their work environment. A closer inspection of significant differences between items also showed that the TBL instructor was significantly higher rated on the items related to 'building a community,' 'making students' personal development a priority,' 'including students' input in decisions,' and 'making them feel like they work with her instead of for her'; in TBL classes, also 'building community' at the team level was significantly higher. TBL may facilitate the creation of 'communities of practice' (Lave & Wenger, 1991) in which students employ common practices, work with the same tools and express themselves in a common language to pursue similar goals and interests which extends the class room environment, thus suggesting TBL's promise for non-traditional I-O programs.

References

Amabile, T. M. (1988). A model of creativity and innovation in organizations. In B. M. Staw & L. L. Cummings (Eds.), *Research in organizational behavior, Vol. 10*, 123-167. Greenwich, CT: JAI Press.

Ehrhart, M. G. (2004). Leadership and procedural justice climate as antecedents of unit level organizational citizenship behavior. *Personnel Psychology, 57*(1), 61-94.

Haidet, P., Kubitz, K., & McCormack, W. T. (2014). Analysis of the team-based learning literature: TBL comes of age. *Journal on Excellence in College Teaching*, *25*(3-4), 303–333.

Lave, J. & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.

Michaelsen, L. & Sweet, M. (2011). Team-based learning. *New Directions for Teaching and Learning, 2011*(128), 41-51.

Pircher Verdorfer, A., Steinheider, B., & Burkus, D. (2015). Exploring the socio-moral climate in organizations: An empirical examination of determinants, consequences, and mediating mechanisms. *Journal of Business Ethics, 132*(1), 233–248.

Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The measurement of work engagement with a short questionnaire: A cross-national study. *Educational and Psychological Measurement, 66*(4), 701-716.