

Call for Papers: Special issue of *Psychology Learning and Teaching* on
Evidence-based teaching: Examples from learning and teaching psychology

To what extent are psychology students presented with opportunities to benefit from psychological research within their own learning?

Psychology academics and teachers are invited to address this question by contributing to a special issue of *Psychology Learning and Teaching* on evidence-based teaching convened by the EFPA Board of Educational Affairs.

Psychological research has generated theoretically well-founded and empirically investigated principles of learning and teaching, e.g., spaced learning, writing to learn, multi-modal learning, collaborative learning, practice testing, and many others. According to Dunn et al. (2013), evidence-based teaching rests on the idea that teaching and learning can be improved when teachers consider these principles in designing learning opportunities and when learners recognise them as supporting their own learning processes. However, applying such abstract principles or rules requires adapting them to the demands and constraints of the specific learning situation and content. Teachers and students of psychology should be in the best position to apply these principles of teaching and learning, because they emerged from psychological research, i.e. from their own academic discipline!

Is this an over-optimistic expectation? Do we apply our own research results to our own teaching? To what extent is the teaching of psychology evidence-based?

In this Special Issue, we invite contributions that demonstrate how principles which have been proven to be effective are applied to the teaching of psychology, including a discussion of the effects on pedagogical effectiveness and student learning. A special issue on this topic is timely because evidence-based teaching is now established through several influential publications (e.g., Dunlosky et al., 2013); however no systematic information is available regarding the extent that it is a viable idea for improving teaching and learning in psychology.

Submission and time frame

This special issue will bring together research and practice examples of evidence-based teaching in psychology and enhance their visibility. If you are interested in contributing, please contact one of our guest editors or submit an abstract to plat@uni-heidelberg.de for initial consideration.

1 February 2016:	submission of abstracts (≤ 300 words)
28 February 2016:	feedback on the abstracts
30 April 2016:	submission of manuscripts
May - July 2016:	review process, feedback, manuscript revision
Guest editors:	Stephan Dutke (University of Münster, Germany) Helen E. Bakker (Utrecht University, The Netherlands) Ioulia Papageorgi (University of Nicosia, Cyprus) Jacqui Taylor (Bournemouth University, United Kingdom)

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14, 4–58. doi 10.1177/1529100612453266

Dunn, D. S., Saville, B. K., Baker, S. C., & Marek, P. (2013). Evidence-based teaching: Tools and techniques that promote learning in the psychology classroom. *Australian Journal of Psychology*, 65, 5–13. doi:10.1111/ajpy.12004