

Forschungsbericht 2014
Institut für Psychologie / Department of Psychology
Educational and Rehabilitation Psychology

1 Projekte

Professur Pädagogische und Rehabilitationspsychologie
Chair Educational and Rehabilitative Psychology

Visuell-räumliche Fähigkeiten bei Legasthenikern aus unterschiedlichen orthographischen Systemen und Altersgruppen: Defizite, Kompensationsergebnisse oder Begabungen?

Visual-spatial abilities in Dyslexic individuals in different orthographic systems and age groups: Deficits, compensation effects or talents?

Prof. Dr. Evelin Witruk (witruk@uni-leipzig.de); MSc. Ruowen Song (Peking University); MA. Yumi Lee (yumi.lee@uni-leipzig.de)

The theoretical background is based on the contradictory findings regarding visual-spatial abilities in dyslexic individuals and the clear link to gender dependency of these abilities. Our selected studies ask about visual-spatial abilities in dyslexic individuals in dependency of the orthographic system, age and gender. The methodology involves three experiments with age and IQ matched samples of dyslexic and non-dyslexic individuals, the use of non-language materials and accuracy -, reaction time measurement. In the first experiment working memory performances were investigated in children with a mean age of 10.26 years from different orthographic background (Cantonese ideophonetic, Arabic segmental and German alphabetic script). The second experiment based on the computerised possible-impossible figures paradigm (decision and matching demands) involved adolescents with a mean age of 17.16. In the third experiment abilities of mental rotation, mental model construction and vividness of visual imagery were measured in adults with a mean age of 23.04.

The findings of the first experiment show no significant discrimination between dyslexic and non-dyslexic children regarding visual spatial working memory functions in difference to the highly significant discrimination regarding auditory working memory functions. Path models demonstrate the function of visual-spatial abilities on reading and writing achievements in the frame of different orthographic systems. In the second and third experiment we could confirm our assumption of visual-spatial advantages in dyslexic adolescents and adults particularly in male dyslexics. Conclusions are possible regarding the development of compensation strategies.

Abgeschlossene Qualifikationsarbeiten:

Schröder, Michael (2014). Visuell-räumliche Fähigkeiten bei Legasthenie. Bachelorarbeit, Universität Leipzig.

Baldauf, Anne (2014). Visuelle Begabung bei Legasthenikern. Masterarbeit, Universität Leipzig.

Weiterführung: ja

Finanzierung: TG 51

Legasthenie und Lateralität
Dyslexia and laterality

Prof. Dr. Evelin Witruk (witruk@uni-leipzig.de); BSc. Susann Schulz (schulzsusann273@gmail.com); MA. Yumi Lee (yumi.lee@uni-leipzig.de); Patricia Unger (patriciaunger@gmx.de); Dipl. Psych. Therese Thuemler (th.thuemler@uni-leipzig.de)

The study investigated the laterality profiles in dyslexic and normal-reading children in connection with their phonological awareness (Schulz, 2013), their intelligence profiles and reading and spelling performances (Unger, 2007). Our hypotheses are based on the empirical studies which found a weak, combined laterality, and hemispheric coordination problem among dyslexic children (Larsen, 1990).

The dyslexic group (N=72, 8.7 years) were matched by age and intelligence with the normal reading control group (N=72, 8.3 years). The intelligence measured by the CFT-1 was 103.84 for experimental group and 106.22 for control group. Two studies of laterality effects (hemispheric dominance effects) on hands, eyes, and legs in dyslexic children will be discussed (Unger, 2007; Schulz, 2013). The individual laterality profiles were compared between dyslexic and normal reading children. The results show a dependency on dyslexia, gender, and a correlation to the phonological awareness. A stronger opposite laterality was found in the dyslexic group regarding hand and leg laterality. Mediator- and Moderator models regarding association with phonological awareness, laterality profile, intelligence profile, and reading and spelling performance will be compared between dyslexic and normal-reading children.

Abgeschlossene Qualifikationsarbeiten:

Schulz, Susann (2014). Legasthenie und Lateralität. Bachelorarbeit, Universität Leipzig.

Weiterführung: ja

Finanzierung: privat, TG 51

Legasthenie in der Marokkanischen Gesellschaft
Dyslexia in Morocco society

Dr. Ouafa Raziq (ouafaeadam@hotmail.fr)

Bildung und Gesundheit sind die Basis jener Vorbereitung auf neue Perspektiven im Sinne der Überwindung von Lese- und Schreibschwierigkeit der nächsten Generation. Was den Erwerb der minimalen Ausbildung anbelangt, ist es wichtig für jeden Menschen das Lesen, Schreiben und Rechnen in der Grundschule zu lernen. Es ist notwendig die Früherkennung von Mängeln der Schülerinnen bei den o.g. Fertigkeiten festzustellen, um anpassende und erforderliche Interventionsprogramme für die Behandlung zu entwickeln.

Anhand dieser Arbeit wollen wir bei einem Interview mit Lehrern in zwei verschiedenen Schularten, bzw. staatliche und private Schulen um zu wissen ob Kursleiter überhaupt

über Kenntnisse „Dyslexie“ verfügen und welche Lösungsmöglichkeiten sie unternehmen, falls sie sie bei Kindern erkennen und ob das Bildungsministerium Rücksicht auf das Problem der Interventionsmöglichkeiten nimmt.

Weiterführung: ja

Finanzierung: privat, University of Hassan II, Marokko

Professur Pädagogische und Rehabilitationspsychologie
Chair Educational and Rehabilitative Psychology

Self-esteem and coping strategies of children with dyslexia: A cross-cultural study between Indonesia and Germany
Selbstwertgefühl und Bewältigungsstrategien von Kindern mit Legasthenie: Eine Vergleichsstudie zwischen Indonesien und Deutschland

MSc. Shally Novita (shally.novita@hotmail.de); Prof. Dr. Evelin Witruk

This study investigates the secondary symptoms of dyslexia (e.g. self esteem and anxiety) and coping strategies that developed by children with dyslexia in third and fourth grades. Furthermore it compares the children from Indonesian and Germany regarding their anxiety, self-esteem and coping strategies. The term of secondary symptoms of dyslexia were developed by Betz and Breuninger (1993) and has contributed a significant role particularly in understanding social impact of dyslexia. Current study serves main purpose to investigate cultural features of secondary symptoms of dyslexia. Research started officially in December 2010. The instruments that be used in this research are: Culture Free Test Revision 20 (CFT-20R), Salzburg of Reading and Writing Test (SLRT), General Lists of Self Esteem (ALS), Spence Children Anxiety Scale (SCAS) and Children Coping Questionnaire (CCQ). Furthermore, teachers were asked to evaluate children`s school achievement. Data collection and data analyses are completed in 2013 and 2014 respectively. A total of 98 Indonesian and 65 German data were collected. However, to make the data more comparable in term of dyslexia, grade, and IQ, only 124 data were analyzed. The data were analyzed quantitatively using Partial Least Square Models (software: Smart PLS), simple linear regression and MANOVA (software: SPSS 22). The main results showed that children with dyslexia in both countries have similar anxiety level with their peers without dyslexia. However, their self-esteem is significantly lower. Moreover, some interesting results toward coping differences between Indonesia and Germany are also revealed. The writing and editing are still in progress and final submission is planned to take place in 2015.

Weiterführung: ja

Finanzierung: Rosa Luxemburg Stiftung

Professur Pädagogische und Rehabilitationspsychologie
Chair Educational and Rehabilitative Psychology

Secondary symptoms and compensation- mechanisms of Dyslexic children

Sekundärsymptome und Kompensationsmechanismen von Legasthenikern- Eine Längsschnittuntersuchung

MSc.Regine Eichhorn (regine_eichhorn@hotmail.de); Prof. Dr. Evelin Witruk

The Longitudinal study continues the investigations of the development of secondary symptoms in dyslexic children and the impact of dyslexia on the self-esteem, anxiety parameters, motivation aspects and behavioural components. The focus of the study is the impact of special dyslexic rehabilitative classes in comparison to integrative classes in Germany. How does the treatment and intervention conditions influence the perceptions and the behaviour of dyslexic children and their teachers and parents? And which treatment has the best preventative effects? The Longitudinal study will include four measurement points. At the moment measurement point one and two are finished and the third is still in progress. The sample of the first measurement point includes 207 children (112 male, 95 female) of 11 different schools in Saxony and Saxony-Anhalt.

There were used 3 questionnaires for the children: an anxiety questionnaire (Angstfragebogen für Schüler; Wiczerkowski et al., 1973), an self-esteem questionnaire (Aussagenliste zum Selbstwertgefühl; Schauder, 1991) and one questionnaire for learning and achievement motivation (Skala zur Erfassung der Lern- und Leistungsmotivation; Spinath et al., 2002) and also questionnaire for the parents to evaluate their child (Child Behaviour Checklist 4 18; Döpfner et al., 1998) and one questionnaire for the teacher to evaluate his or her students (Leherfragebogen über das Verhalten von Kindern und Jugendlichen; Taskforce Children-, Teenager- and Family-Diagnostic, 1994) are the measuring instruments. All children questionnaires are modified in a child-friendly way (colourfull layout, bigger character height) to boost the answering-motivation and commitment. The first measuring point includes 155 children without dyslexia (control group), 44 children with dyslexia in dyslexic classes and 8 children with dyslexia in integrative classes. The first analysis shows no significant differences between the groups concerning the self evaluation scales but concerning the parental and teacher evaluation. There can be shown gender effects. For example boys show significant more internalizing and externalizing symptoms (parental evaluation), 11 of the evaluated children reach clinical obvious scores, all are boys. The second measurement point includes 160 students (88 male, 72 female), 39 children with dyslexia in dyslexic classes, 8 children with dyslexia in integrative classes and 113 children without dyslexia in the control group. Children in integrative classes reported more school aversion than the other both groups. For the self evaluation there were no gender effects in the second measurement point.

Weiterführung: ja

Finanzierung : privat

Professur Pädagogische und Rehabilitationspsychologie
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LEGASCREEN – Genes and EEG in early dyslexia diagnostics

LEGASCREEN – Gene und EEG in der frühen Legasthenie-Diagnostik

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The project's final aim is the development of an early screening test for dyslexia, based on genetics and EEG. To date, effective, but cost-intensive therapies/trainings

still exist at later stages of dyslexia. However, the possibility to identify affected children at an early stage of speech development, when specialised training is most promising, is still lacking. In the case of an appropriate therapy at an early stage, the child's brain could unfold its self-healing potential, leading to diminished problems at school or to no problems at all. Within the LEGASCREEN projects, two approaches should be combined to enable an early and reliable diagnosis: genetics and EEG.

Dyslexia has a strong genetic background. 50-70% of this disorder can be explained by genetics. Based on candidate genes already known, we will use a modern research method named targeted re-sequencing to find the best possible markers in those regions. Furthermore, it is known that dyslexics show characteristically changed EEG-signatures. These signatures can be found using an EEG paradigm named mismatch negativity (MMN). A third component of the project, connecting EEG and genetics but not being part of the final test, will be MRI measurements to study white matter differences between dyslexics and normal reading children.

Results of the LEGASCREEN project will be a deepened understanding of dyslexia and its neural and genetic background. This knowledge will be used to form a test for early diagnosis of dyslexia, starting with the age of three.

Weiterführung: ja

Finanzierung : Fraunhofer Institut für Zelltherapie und Immunologie Leipzig, Germany

Professur Pädagogische und Rehabilitationspsychologie
Chair Educational and Rehabilitative Psychology

Teachers' Knowledge regarding students with Dyslexia: a Cross-cultural Comparison of Teachers in Germany and South Korea
Wissen von Lehrkräften zu Schülern und Schülerinnen mit Lese-Rechtschreibschwäche (LRS): eine interkulturelle Vergleichsstudie von Lehrern/-innen in Deutschland und Südkorea

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Students with dyslexia have severe academic problems due to their reading and writing difficulties. In Germany, dyslexia special classes are established in Saxony so that students with dyslexia can be provided special classed by qualified teachers for two years. In Korea, however, even the term of dyslexia is not well known for teachers. The purpose of this study was to investigate teachers' knowledge about dyslexia and students with dyslexia within culture as well as across cultures.

The questionnaire was modified based on previous US studies in German language first. Then, translation and back translation procedure was conducted for Korean version in order to equivalence two versions of the questionnaires. Descriptive analyze, *t*-test, and regression were used to analyze data. The results of this study are as follows: For German samples, teachers from dyslexia class have more experience, higher perceived knowledge, as well as actual knowledge than normal class teachers. In addition, teachers who have more experience with students with dyslexia predict their perceived knowledge as well as actual knowledge. For result of

Korean sample will be explained in the presentation. To conclude, German teachers have good knowledge about dyslexia as well as students with dyslexia. Since their experience about dyslexia has significant role to correctly know about dyslexia, it is important to provide the curriculum at university level as well as consistent in-service training. For Korean teachers, awareness, study, and additional training (university, in-service) of dyslexia are urgently needed to be investigated and conducted so that students with dyslexia could receive suitable attention and education in the classroom.

Weiterführung: ja

Finanzierung: TG 51

Professur Pädagogische und Rehabilitationspsychologie
Chair Educational and Rehabilitative Psychology

Teachers' Attitudes, Knowledge, and Classroom management Strategies Regarding Students with ADHD: A Cross-cultural Comparison of Teachers in South Korea and Germany

Einstellungen, Wissen und Handlungsstrategien für den Unterricht mit Schülern mit Aufmerksamkeitsdefizit-/Hyperaktivitätsstörung (ADHS): eine interkulturelle Vergleichsstudie von Lehrern/-innen in Südkorea und Deutschland

MA. Yumi Lee (yumi.lee@uni-leipzig.de); Prof. Dr. Evelin Witruk

ADHD is prevalent and chronic mental health disorder associated with adverse outcomes through the life span. These adverse outcomes include disruptions in relationships with parents, teachers, peers and siblings during childhood, academic problem throughout the school years and delinquency and substance abuse in adolescence and adulthood (Barkely, 2006). DSM-IV states that ADHD is known to occur in various cultures. Although the prevalence rates and manifestation of symptoms are similar across cultures, how ADHD is understood and perceived are unique and specific to each culture (APA, 1994a). The purpose of this study is to investigate cross-cultural similarities and differences between Korean and German teachers in terms of attitudes, knowledge, and classroom management strategies (CMS) regarding students with ADHD within a culture as well as across cultures.

This study employed the survey research design to compare two samples of teachers from Korea and Germany. Through disproportional stratified sampling procedure, teachers' age, gender, teacher type, and school types were matched. In total, a matched 264 Korean and 264 German samples were used for the data analyze. The brief results of this study are as follows: (a) German teachers (both primary and secondary) have more positive attitudes regarding students with ADHD, and their teaching-efficacy was also higher in comparison to Korean teachers. (b) Korean teachers have higher level of knowledge and accuracy at identifying students with ADHD than German teachers. (c) Both Korean and German teachers intended to use positive-related CMS (e.g., reinforcement, proactive strategies, emotional support) than negative-oriented CMS (e.g., punishment, planned ignoring). (d) Both Korean and German teachers' intention to use specific CMS was not significantly different based on ADHD students' gender and their ADHD subtypes. (e) Theory of reasoned action (TRA) offered a significant contribution to predicting teacher's intention to use three major CMS (corrective strategy, proactive strategy, and emotional support).

Weiterführung: ja

Finanzierung: TG 51

Professur Pädagogische und Rehabilitationspsychologie
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Das Wissen zukünftiger Lehrkräfte über die Aufmerksamkeitsdefizit-/Hyperaktivitätsstörung (ADHS): Ein Vergleich zwischen Grundschul- und Förderschullehramt

Prospective teachers' knowledge regarding students with ADHD: a comparison of prospective teachers majored in primary school and special school

BA. Hannah Sophia Lammers (HannahLammers@web.de); MA. Yumi Lee

Diese Arbeit zielte darauf ab, das Wissen zukünftiger Lehrkräfte über die Aufmerksamkeitsdefizit-/Hyperaktivitätsstörung (ADHS) zu untersuchen. Hierfür wurden Studierende der Fachbereiche Grundschullehramt und Förderpädagogik miteinander verglichen. Zudem wurde zwischen Studienanfänger/-innen und Studenten/-innen mit fortgeschrittenem Studienverlauf unterschieden und der Einfluss von persönlicher sowie studienbedingter Erfahrung auf das ADHS-Wissen untersucht.

Insgesamt beantworteten die Studierenden 51,6 % der Aussagen über ADHS korrekt. 21,6 % der Aussagen beantworteten sie falsch, in 25,8 % der Fälle bestand Unsicherheit und in 1 % der Fälle fehlte die Antwort. Die zukünftigen Förderschullehrer/-innen wussten signifikant mehr über ADHS als die zukünftigen Grundschullehrer/-innen. Zwischen den Studienanfänger/-innen und den Studenten/-innen mit fortgeschrittenem Studienverlauf bestand kein Unterschied. Es wurde gezeigt, dass Studierende in deren Ausbildung ADHS thematisiert worden war, signifikant mehr über die Störung wussten als Studierende, in deren Ausbildung ADHS nicht thematisiert worden war. Teilnehmer/-innen, die persönliche Erfahrung mit ADHS hatten, wussten nicht mehr über ADHS als Teilnehmer/-innen, die keine persönliche Erfahrung mit ADHS hatten.

Weiterführung: nein

Finanzierung: TG 51

Professur Pädagogische und Rehabilitationspsychologie
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Motivation und Einstellungen gegenüber Fremdsprachenerwerb; am Beispiel der Anglistik- und Germanistikstudenten im Sudan
Motivation and attitudes toward learning English and German as foreign languages among Sudanese University students

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Es wurde die Motivation und Einstellung zum Fremdsprachenerwerb von sudanesischen Anglistik- und Germanistikstudenten hinsichtlich psycholinguistischer und demographischer Unterschiede untersucht. Die Datenerhebung fand statt im Zeitraum Juli 2013 – September 2013 im Sudan. Es wurden 221 Versuchspersonen der Anglistik- und der Germanistikabteilung an der Universität Khartum involviert. Die Motivation wurde gemessen mit den Subskalen „Instrumentale und Integrative Motivation“ und die Einstellung wurde zur jeweiligen untersuchten Sprache und zur Sprachenziellandkultur erfasst. Die qualitativen und quantitativen Daten wurden im Jahr 2014 weiter bearbeitet und mittels SPSS ausgewertet. Zurzeit wird an der schriftlichen Abfassung der Dissertation gearbeitet.

Weiterführung: ja

Finanzierung : DAAD

Professur Pädagogische und Rehabilitationspsychologie
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An Investigation of L2 Expressive Writing in a Tertiary Institution in the Western Cape
Expressives Schreiben als Methode des Fremdsprachenunterricht in der Region
Kapstadt

Dr. Verbra Frances Pfeiffer (verbrapfeiffer@gmail.com)

This study investigates the use of expressive writing in the L2 classroom as the mainstay approach to help students improve their writing skills. This study focuses on literacy pedagogy as it is manifested in the understanding and experiences by tertiary L2 students engaging in the practice of expressive writing on a longitudinal basis. This qualitative case study design, guided by interpretive epistemology, was used to collect students' views, perceptions, and suggestions on their experiences in writing. This study has been prompted by the fact that tertiary L2 students have a huge problem expressing themselves on paper. This study consists of two groups of students, one being the noticeable group and the other being the distinguished group. The aim of this study was to identify the kinds of strategies that could assist L2 students with English Language writing tasks. Academic writing requires a conscious effort and much practice in composing, developing, and analyzing ideas. At a tertiary institution in the Western Cape, L2 students have the daunting task of not only dealing with new subjects at the university, but they also have to deal with writing in English which is a challenging endeavour for most them. This presents them with social and cognitive challenges related to second language acquisition. Since L2 students do not often consider the social contexts in which L2 academic writing takes place, models of L1 writing instruction and research on composing processes are often found wanting changes in their L2 writing pedagogy.

In light of this, my study investigated the language proficiency and competence as the cornerstone of the ability to write in the L2 in a fundamental way. I not only used an open-ended procedure in my classroom that promoted interaction in the classroom but also paved the way for a contact between literature of daily living/evolutionary nature and experience. Strategy development and language skill development should be taken into account when working with L2 students. I used a descriptive design when dealing with the qualitative methodology and a verbal and written protocol analysis method to analyze my data. I conducted interviews with the 14 participating L2 students. My research questions were designed to investigate

what instructional approaches motivated and engaged my participants to persist in successive writing performance.

The findings suggest that the students benefited from the use of various activities to promote creative writing, tentative understanding, provisional interpretation and enjoyment of texts related to daily living. I believe that the exam score supports these indications. Based on the low fail rate, I believe that literature of an evolutionary nature has motivated, challenged and encouraged students to gain confidence in their writing. When I ponder on the holistic view of my findings, this study endorses the use of expressive writing in the educational practice of expressive writing. Expressive writing as an educational practice can lay the ground work for students to become better writers, thinkers and citizens.

Weiterführung: ja

Finanzierung: Department of Language of Education, University of the Western Cape

Professur Pädagogische und Rehabilitationspsychologie
Chair Educational and Rehabilitative Psychology

Erlebnis-orientiertes Lernen
Experience-oriented learning

Prof. Dr. Evelin Witruk (witruk@uni-leipzig.de); BA Charlotte Höcker

Das Projekt wurde im Rahmen folgender Qualifikationsarbeiten im Jahr 2014 bearbeitet: Höcker, Charlotte (2014). Evaluation des Ganztagsangebots im Leipziger Bildungsprojekt für nachhaltige Entwicklung „Café kaputt“. Bachelorarbeit, Universität Leipzig.

Salzmann, Marleen (2014). Evaluation der Integrationschancen von Migrationskindern: Sprachkenntnisse, motivationale und emotionale Schulerfahrungen von Teilnehmern des Förderprogramms „Deutsch als Zweitsprache“. Bachelorarbeit, Universität Leipzig.

Weiterführung: ja

Finanzierung: keine

Professur Pädagogische und Rehabilitationspsychologie
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Belastungsbewältigung von Lehrern und deren Familien – eine kulturvergleichende Analyse von syrischen und deutschen Lehrern
Stress coping in the teacher profession and in their families – a cultural comparison of teachers in Syria and Germany

MA. Nouha Ataya (nouha_8080@hotmail.com); Prof. Dr. Evelin Witruk

Nach der Zusammenstellung der Erhebungsmethoden und der Vorbereitung der Datenerhebung in Leipzig wurden im Jahr 2014 vor allem die Literaturrecherche und die Datenerhebung in Syrien realisiert. Die qualitativen und quantitativen Daten wurden im Jahr 2014 weiter bearbeitet.

Weiterführung: ja

Finanzierung : Syrisches Bildungsministerium

Professur Pädagogische und Rehabilitationspsychologie
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Profiles and Model of Resilience among Children of Incarcerated Parents in Indonesia
Profile und das Modell der Resilienz bei Kindern von Eltern eingesperrt in Indonesien

M.Psi. Dian Veronika Sakti Kaloeti (veronikasakti@undip.ac.id); Prof. Dr. Evelin Witruk

Prisoners and their family's, experience a tremendous sense of loss when incarceration occurs and that loss is compounded when children are involved (Kaloeti, 2011). This situation then creates traumatic experience. The ability to function adaptively after a traumatic event is necessary. This capability will help create the conditions for resilience. The literature on childhood resilience has defined resilience as resulting from an individual constellation of characteristics and capacities, or as the result of interpersonal processes that mitigate the impact of biological, psychological and social factors that threaten a child's health (Kaplan, 1999). This research set out to investigate the development and clinical trajectories of children of incarcerated parents in order to examine their profiles and provide an integrative understanding of the processes leading to resilience in their development through resiliency model of children with an incarcerated parent. This study will determine resiliency factors, strength and positive characteristics of children of incarcerated parents. The results are also expected to provide recommendation on rehabilitation programs for incarcerated families especially the children. The collecting data process has been done in Indonesia for one year (May 2013-May 2014), with a total of 452 families as participants. The design of the research is a comparative design and using the mixed method approach. For the experiment group, the participants gained through at three correctional facilities. The participants in the experiment group are children of incarcerated parents, their incarcerated parents (incarcerated mother or incarcerated father), and children's caregivers. And for the control group, the participants came from the school who resided around the prison area. The participants in this group are the children and their parent (mother or father). Right now, the researcher working on data analysis, journals submission and dissertation organization.

Weiterführung: ja

Finanzierung: DAAD

Professur Pädagogische und Rehabilitationspsychologie
Chair Educational and Rehabilitative Psychology

Quality of Life's Model among Families with or without Hearing Impaired Child between Indonesia and Germany.
Lebensqualität-Modell unter den Familien mit oder ohne hörgeschädigtes Kind zwischen Indonesien und Deutschland

MPsi. Dian Sari Utami (deutami@yahoo.com); Prof. Dr. Evelin Witruk

Previous study showed that children with disabilities conditions may affect their parents' quality of life (Evans, Dingus, & Haselkom, 1993). Meanwhile, the positive growth of family can also have a positive influence on the educational process and well-being of the hearing-impaired child (Hallahan & Kauffman, 2006). Thus, it is important for parents with hearing impaired child to strengthen the family system to help parents it and their hearing impaired children through attempting personal well-being. The aim of this study were (1) to investigate parental quality of life's model with or without hearing impaired schoolchild in Indonesia and Germany and (2) to understand the impact of schoolchildren's well-being with or without hearing impairment in Indonesia and Germany. Field research has been conducted in regular and special schools in both countries. Self-report questionnaires used for parents and their child with or without hearing impairment to measure family hardiness, perceived social support, cognitive-emotion regulation, work-life balance, parents' well-being, and child's well-being. Social desirability scale has been used to distinguish individual's tendency (e.g. parents) when responding facts from distorting answers in positive direction. A total of 482 parents and 312 schoolchildren were involved in this study, both in examined and controlled group. The examined groups in Indonesia were 101 parents of hearing impaired child and 70 hearing impaired schoolchildren. While in Germany, there were 112 parents and 76 hearing impaired schoolchildren. The controlled group involved non-hearing impaired families. There were 165 parents and 86 hearing schoolchildren in Indonesia, meanwhile in Germany were 104 parents and 80 hearing schoolchildren involved in this study. Further data gathering in some schools with parents and children of both groups are still conducted in both countries.

Weiterführung: ja

Finanzierung: DAAD-IGSP (Indonesian-German Scholarship Programme)

Professur Pädagogische und Rehabilitationspsychologie
Chair Educational and Rehabilitative Psychology

Work Separation Demand and Pressure of Work-family Interference: Path Model of its spill over effect on employee well being and cross over effect on family climate and well being

Anforderungsdruck der Arbeitsmobilität und der Interferenz zwischen Arbeit und Familie: Pfadmodell von Spill-Over-Effekt auf das Wohlbefinden von Arbeitnehmerern und Cross-Over-Effekt auf das Familienklima und das familiäre Wohlbefinden

MSc. Emi Zulaifah (emiriyono@yahoo.com); Prof.Dr.Evelin Witruk

This study falls in the area of work and family interface. How the world of works have impacted family in some ways are commonly defined into two main categories, they are work –family interference or conflict and work-family enhancement. Research confirms that the effect of work stress and demands are mostly from work to family (Eby, Casper, Lockwood, Bordeaux, & Brinley, 2003). This study is focused on the effect of work-family interference as a result of work separation demand. Works that are thought to be demanding and are thus related to negative outcome include those with irregular schedule, among others (Davis, Goodman, Pirretti, & Almeida, 2008) and jobs that require long periods of separation from family members (Orthner& Rose, 2003). Work separation is more commonly practiced nowadays in Indonesia, a situation where a

parent has to travel away from the family as part of his assignment for a certain period of time. Previous studies have covered much about interference and its unfavourable effect on the individual and spouse, rarely however; studies examine the impact on the family as a whole. A dynamic on how the separation demand, work-family interference show their linkages to individual level variable, i.e. employee well being and to the family level variable (family climate and well being) is the interest of the current study, as well as the psychological strength factor that may support the family to face the challenge of work-family demands.

For this study, a survey was conducted to over 200 families, with participants (father, mother and children) numbering at over 1000. Yet at the later stage, only 761 surveys were returned, and from this number 457 surveys can be included in the data analysis. This dissertation proposed a path model that shows linkages on how the separations demand shows effects to the employed person and then to the family. The proposed model is that the spillover effect of work separation demands on employee well being is mediated by the pressure of work-family interference. Further the impact of the separation on family well being is mediated by family climate. Employee's well being show a cross over effect on family well being through the mediation of family climate. A family strength variable is included to see its role as moderating factor for employee well being, family climate and family well being. For the individual employee and spouse model, the path is tested by using structural equation modelling, and for the model that involve effect on family level (multilevel mediation), the model is tested by using multilevel SEM following the suggestion from Preacher, Zyphur and Zhang (2010).

Weiterführung: ja

Finanzierung: Directorate of Higher Education, Ministry of National Education, Indonesia.

Professur Pädagogische und Rehabilitationspsychologie
Chair Educational and Rehabilitative Psychology

The Effects of Family Environments on Students' Mental Health
Der Einfluss des häuslichen Milieus auf die psychische Gesundheit von Kindern

MA. Guangshu Gu (quguangshu@163.com)

The Effects of Family Environments on Students' Mental Health: Germany Studies is my research as a visiting scholar at Leipzig University. Students' mental health is closely related to their educational environments, which include both the natural environments, and man-made environments. They are also related to learning environments in the schools and related to environments outside the schools. Man-made environments include: school environments, family and social environments. The early researches in Germany showed that only a small difference in student academic achievement was related to school and varying of classes. At the first the social background and origin of the student plays a decisive role (Cortina 2006). Family environment, which is related to environment, is a focus in German research on Educational Psychology. It was a focal point ---'parents-child relationship and the child and adolescent learning and development', 'the effects of the condition and type of a family on the influence on the study and development of the child and adolescent in Germany magazine *Psychology in Education and Teaching* (2007.2, 2008.4). I have done some questionnaire in Germany. It will be continued in Germany and in China. After I come back to China, I will compare the results to draw a conclusion.

Weiterführung: ja

Finanzierung: Wuhan Textile University, China

Professur Pädagogische und Rehabilitationspsychologie
Chair Educational and Rehabilitative Psychology

Post-Traumatic Growth: Long-Term Psychological Consequences for Disaster Survivors in Yogyakarta – Indonesia

Post-Traumatisches Wachstum: Psychische Langzeitfolgen für Überlebende von Naturkatastrophen in Yogyakarta – Indonesien

MPsi. Zarina Akbar (zarinaakbar@yahoo.com); Prof. Dr. E. Witruk

Natural disasters are increasing in frequency and severity around the globe. Indonesia is one of a hazard prone country which is located at the meeting points of three active plates in the world i.e. the Indo Australian plate to the south, the Euro Asian plate to the north, and the Pacific plate in the east. The three plates are moving and thrusting into each other in such a way causing the area being prone for occurrence natural disasters. Natural disasters caused a kind of traumatic experience for the survivor and a number of psychological distresses. Psychological impact during the disaster, injure or physical disability that may be suffered, loss of family or significant others, as well as destruction of property would bring a disparate impact for the victim. Disaster occurred suddenly, unexpected, and needs time to adapt or cope. Apart from the psychopathology in the aftermath of natural disaster, for some trauma survivors, the more time passes the more chance there is of positive personal change. Personal change such as perseverance, acceptance, and positive relationships with others are shown by survivor led to the formation of a post-traumatic growth. Post-traumatic growth is the process of getting and maintaining perceived positive outcomes from a traumatic experience. The purpose of this research is to examine the predictive power of some psychological aspects include disaster experience, coping strategy, social support, and spirituality factors to post-traumatic growth among disaster survivors in Yogyakarta Province Indonesia. Research was already done on June-August 2013. Participants consist of 100 affected and 100 non-affected adult survivors. Affected and non-affected was significant regarding affectedness and location from epicentrum disaster in Yogyakarta Provinces Indonesia. The measurement instruments used for data collection were consisted with subscales on post-traumatic growth level, disaster experience, coping, perceived social support, and spirituality. The results of the study are still processing on data analysis with multivariable levels.

Weiterführung: ja

Finanzierung: Directorate General of Higher Education, Department of National Education, Indonesia

Professur Pädagogische und Rehabilitationspsychologie
Chair Educational and Rehabilitative Psychology

Role of Emotional Intelligence for coping strategies among University students who faced traumatic events

Die Rolle der Emotionalen Intelligenz für trauma-bezogene Bewältigungsstrategien bei Studenten

MSc. Asanka Bulathwatta (asankabulathwatta@gmail.com); Prof. Dr. Evelin

Witruk

This Study tries to figure out the role of emotional Intelligence for developing coping strategies among University students who face traumatic events. Students who have enrolled into the University education (Bachelor students) would be selected as the sample. University education is an important stage of students' academic life. Therefore, all students need to develop their competencies to attain the goal of passing examinations and also to developing their wisdom related to scientific knowledge they gathered through their academic life. Study to be conducted in a cross cultural manner and it will be taking place in Germany and Sri Lanka. Sample will be consisting with 200 students from each country. University Education is a critical period of human being as it is foot step in their life which acquiring the emotional and social qualities in their social life. There are many University students who have affected by traumatic events during their life span but have not been identified or treated. More specifically, there are numerous burning issues within first year of the university students namely, ragging done by seniors to juniors, bullying, invalidation and issues raise based on attitudes changes and orientation issues. Those factors can be traumatic for both their academic and day to day life style. Damaging of students emotions and their resiliency afterwards the traumas and effective rehabilitation from the traumatic events is immensely needed in order to facilitate university students for their academic achievements and social life within the University. Data from German Sample have been partially collected from Bachelor students from Faculty of Psychology, University of Leipzig. Currently, data are gathering from Faculty of Education, University of Leipzig. Questionnaire for the Sri Lankan university sample are being processing and will be conducted the research with them soon.

Weiterführung: ja

Finanzierung: KAAD

Professur Pädagogische und Rehabilitationspsychologie
Chair Educational and Rehabilitative Psychology

Community Psychological Preparedness for Disaster
Preventive Psychologische Vorbereitung bei Katastrophen

MS.c. Juliet Roudini (juliet.roudini@gmail.com); Prof. Dr. Evelin Witruk

The aim of this research is to develop a context bound assessment tool to assess and improving an innovative natural disaster public education and early warning communication intervention focusing on natural disaster mental preparedness. This risk communication intervention will involve the distribution of selected psychological information design to assist people to cope with themselves and others in an increasingly threatening situation. Sample of this study would be between 300 and 400 adult from Tehran citizens both men and women. In this Study, we suppose to

investigate whether there are any differences in Community psychological Preparedness in between some group of Tehran citizen who will be participating in Early Warning Education training course. There are two different future research expectations with the sample as mentioned below. One of them will be selecting for the intervention study. (a) By Participating with this study, Individuals will learn Early Warning Education by training course and after they learned principles, the psychological preparedness will be measured in further investigations. Or (b) Hypothetical scenario will be tested with the individuals those who will simulate and individuals who participate will be develop their awareness upon risk perceptions in terms of warning alerts. (i.e., we will inform them that if they feel some quake or vibration please call immediately to certain telephone number.

Weiterführung: ja

Finanzierung: KAAD

Professur Pädagogische und Rehabilitationspsychologie
Chair Educational and Rehabilitative Psychology

Effect of Sabr (Patience) and Salat (Praying) on Resilience, Psychological Symptoms, Just World Belief, and Coping after Merapi Eruption in Indonesia
Auswirkung von Sabr (Geduld) und Salat (Beten) auf Resilienz, Psychopathologische Symptome, Gerechte Welt Glaube und Bewältigungsstile nach dem Merapi Vulkanausbruch in Indonesien

MPsi. Qurotul Uyun (qurotuluyun@yahoo.com); Prof. Dr. Evelin Witruk

This quasi experimental study investigated the effectiveness of sabr (patience) and salat (praying) to influence resilience, psychopathological symptoms, just world belief, and coping. The intervention comprised of an introduction and 8 class sessions. The scales in this study are the 25-items Connors-Davidson Resilience, Brief Symptoms Inventory (BSI), just world and unjust world belief scale, coping scale, and spirituality. The participants of this study consisted of 68 subjects, age 26 to 53 years old. The study used quasi-experimental design with the pre-test-post-test non-equivalent control group design. All the participants were taken from the two shelters of refugees of Merapi eruption survivors. One group from a shelter serves as the control condition and the other group from the other shelter serves as the treatment condition. Overall, the results of the current study indicate that the intervention is not effective for improving resilience, spirituality, coping style, and just world belief, only effective for reducing psychopathological symptoms. Based on the results of focus group discussion that conducted after 3 years of the treatment confirmed that intervention provided benefits such as improvement in the salat, increased patience, adaptation to recovery, increased feeling of comfort, and believe that the disaster is not an injustice.

Weiterführung: ja

Finanzierung: Directorate General of Higher Education, Department of National Education, Indonesia

Professur Pädagogische und Rehabilitationspsychologie
Chair Educational and Rehabilitative Psychology

**Factors influencing happiness and attractiveness among Korean university students:
With specific focus on social support, positive outlook and self-efficacy**
***Einflussfaktoren auf das Glück und die Attraktivität von koreanischen Studenten: Mit
besonderem Schwerpunkt auf soziale Unterstützung, positive Zukunftsaussicht und
Selbstwirksamkeit***

**MA. Miae Yoo (miae.yoo@uni-leipzig.de); Prof. Dr. Uichol Kim
(uicholk@inha.ac.kr); Dr. Juyeon Oh (drojy@inha.ac.kr)**

The purpose of this study is to examine the factors influencing on happiness, values and attractiveness in South Korea among university students by focusing on social support, self-efficacy and positive outlook. This study is an exploratory research for its relationship to related factors based on indigenous psychology theories by Kim, Yang & Hwang (2006). In the first study, it investigated the interrelations among social support, positive outlook, self-efficacy, happiness, values and attractiveness promoting behavior by using regression and path analysis. In the second study, it analyzed the factors for beauty and attractiveness in South Korea by using open-ended results.

The instruments that were used in this study are as follows: Social Support Scale (Parental emotional support, Parental informational support, Friend's emotional support, Friends' informational support) developed by Kim & Park (1999), Self-efficacy Scale (Efficacy to promote attractiveness, Resilience of efficacy, Relational efficacy) developed by Bandura (1997), Positivity Scale (Caprara et al, 2012), Happiness Scale (Im, Park & Kim, 2006). And the two scales of Values and Promoting attractiveness behavior are developed in this research.

The first data collection conducted in June 2014, and the second data was collected from September to December 2014. A total of 1,120 Korean university and college students (male=713, female=407) completed a questionnaire developed by Kim (2014). The results of this study are in progress.

Weiterführung: ja

Finanzierung: privat, Inha University, South-Korea

Professur Pädagogische und Rehabilitationspsychologie
Chair Educational and Rehabilitative Psychology

Mental health among orphan children in Iraq
Psychische Gesundheit bei Waisenkindern im Irak

Asmaa Abd Muhi Shati (dr. asmaabed@yahoo.com)

It is the Iraq war that has forced Iraqi children in particular to pay a terrible price for the situation of insecurity. Thousands of children have died and many more have been injured or left homeless Orphan during the war, because the children living in the war zone can be overlooked. Over 1.6 million children under the age of 12 have

become homeless in Iraq, according to the country's Ministry of Labor and Social Affairs. That's almost 70 percent of the estimated 2.5 million Iraqis who are homeless inside the country.

According to the website Iraq Body Count, at least 658 children were killed in Iraq in 2014, and the violence has touched the lives of many others. Iraq children have been the victims of kidnapping, torture and rape. Children in Iraq suffering from post-traumatic stress disorder just like returning U.S. soldiers in Iraq after the war 2003 and Iraq has been slow to confront the growing problem. However, according to Maliki, many families do not seek help fearing humiliation or dishonor. "Especially in children, especially in the female, any psychological problem is a stigma," Maliki says. "They deny the disease, but when we examine the child, we discover many problems." Aims of the study are as follows: (a) knowledge important problems of mental health of orphan in Iraq children affected by the war in 2003, and (b) treatment strategy or suggestions to treat the mental health problems in Iraq children orphan. The sample of the study composed of 100 Iraqi children Orphan, 48 female and 52 male aging between (8-15)years to concept the most important problems that face them in their daily life. The sample has been randomly selected from in Bagdad year -2014

Conclusions: (a) There were mental, social and health problems that orphans have suffering from them. (b) The role of mental health that has creating and building personality that agrees with environment. (c) Orphan must be taken care by others to substitute the loss of many things in order to make them far from stolen, deviation and crimes. (d) The nature of relation between the concept of mental health and orphan which effect on each other.

Weiterführung: nein

Finanzierung: University of Baghdad / Center of Revival of Arab Scientific Heritage.

Professur Pädagogische und Rehabilitationspsychologie

Chair Educational and Rehabilitative Psychology

Veränderung des Selbstbildes durch den Debattenunterricht

Changes of self-concept through debate lessons

MA. Tinatin Tsertsvadze (tinatin.tsertsvadze@yahoo.com)

In der heutigen Welt ist das größte Problem, der Jugend eine solche Bildung zu geben, was zur Selbstrealisierung und zur Durchsetzung ein gutes Mittel wäre, die solche Fähigkeiten zu entwickeln fördern. Lehren, die den Menschen beliebigen Berufes in der beliebigen Situation all die neuen Aufgaben zu lösen ermöglichen, die sie alltäglich zu lösen haben, ganz besonders Beschäftigungsprobleme. Dementsprechend ist es klar, wie wichtig die Programme sind, um die persönlichkeitsentwickelnden Fähigkeiten zu schaffen. Deshalb planen wir die Erforschung des Einflusses einer solchen Lehre, in diesem Fall Debattenunterricht, die die persönliche Änderung in sich selbst und in sozialen Fähigkeiten hervorgerufen wird. Der positive Einfluß formeller Debatten auf die Jugendlichen und deren unverzüglicher Effekt ist festgestellt worden und er funktioniert in vielen Ländern der Welt erfolgreich, obwohl die Rolle der Debatten auf die Persönlichkeitsentwicklung in langfristiger Perspektive nicht erlernt worden ist. Es ist wissenschaftlich nicht nachgewiesen, inwieweit dieses Bildungsinstrument auf solche

festen Selbstveränderungen zur Selbsteinschätzung, Selbstkompetenz u.s.w wirkt.

Unser Ziel ist, zu untersuchen, wie sich die Parameter des Selbstbildnisses der georgischen und der deutschen Jugendlichen nach dem Unterrichten der formellen Debatten ändern. Unter dem Selbstbildnis meinen wir Selbsteinschätzung, Selbstpräsentierung, Selbstkontrolle, Selbstmonitoring, die sich während der Persönlichkeitsentwicklung ändern. Das Unterrichten der formellen Debatten sind 60 Stunden Lerneinheiten, das zurzeit in 8 Universitäten Georgiens adaptiert und seit über 16 Jahren an den Universitäten der führenden europäischen Länder (z. B Harvard, Oxford) verwirklicht wird. An unserer Forschung beteiligen sich die Bildungsassoziation für internationale Debatten und unterstützt die in Deutschland existierenden Debattenorganisationen.

Folgende Methoden werden verwendet: Test zur Persönlichkeitsforschung von Sneider, Skala der Selbsteinschätzung, Fragebogen der Selbstkontrolle und Selbstpräsentierung. Unsere Zielgruppen sind Studenten von 2 (der Hauptstadt und der Provinz) Universitäten Georgiens und die Studenten der Universitäten von Sachsen zwischen 18-23 Jahren, die einen vollen Kurs der formellen Debatten machen, was 60 akademische Stunden umfasst; An ihnen wird zahlenmäßige Forschung durchgeführt. Wir erforschen in jedem Land 80 Studenten (insgesamt 160) am Anfang des Studienjahres vor Beginn des Debattenunterrichts und Ende des Studienjahres. Die Kontrollgruppe in jedem Land besteht aus 40 der identischen der Untersuchungsgruppe Studenten, die im nächsten Semester diesen Kurs machen möchten und noch aus 40 der identischen der Untersuchungsgruppe Studenten, die diesen Kurs nicht machen möchten.

Die erzielten Resultate werden vor allem unserem Land, Georgien beträchtlich zugute kommen, weil das Ministerium für Bildung und Wissenschaft Georgiens bereit ist auf der Grundlage der erzielten Ergebnisse Debatten als fakultativer Kurs im allgemeinbildenden System durchzusetzen, was in der Entwicklung der zukünftigen Generation und in der rasch wechselnden Umgebung ein gutes Mittel zur Adaptierung und letzt Endes die Voraussetzung zum Erfolg eines entwickelnden Landes ist. Ebenso bedeutend sind die erzielten Ergebnisse für verschiedene postsowjetische und deutsche Organisationen für Debatten, die sich für Resultate dieser Forschung interessieren, um die Verwendung der Nützlichkeit dieses Kurses besser vollziehen zu können.

Weiterführung: ja

Finanzierung: Public Javachischwili University of Tbilissi, Georgia

Professur Pädagogische und Rehabilitationspsychologie
Chair Educational and Rehabilitative Psychology

Folgen von traumatischen Erlebnissen in der Kindheit
Consequences of traumatic experiences in childhood

Prof. Dr. Evelin Witruk (witruk@uni-leipzig.de); MSc. Winja Marie Lutz

Das Projekt wurde im Rahmen folgender Qualifikationsarbeit im Jahr 2014 bearbeitet:
Lutz, Winja (2014). Nurture Dancing with Nature over Time - Physiologische Folgen frühkindlicher Traumatisierungen. Masterarbeit, Universität Leipzig.

Weiterführung: nein

Finanzierung: keine

Professur Pädagogische und Rehabilitationspsychologie
Chair Educational and Rehabilitative Psychology

Prof. Dr. Evelin Witruk (witruk@uni-leipzig.de); BA Marcel Frey

Das Projekt wurde im Rahmen folgender Qualifikationsarbeit im Jahr 2014 bearbeitet:
Frey, Marcel (2014). Psychische und psychophysische Auswirkungen von Fluglärm auf Kinder, Schwerpunkt: Resilienz (Flughafen Leipzig/Halle). Bachelorarbeit, Universität Leipzig.

Weiterführung: ja

Finanzierung: privat

2 **Wissenschaftliche Veröffentlichungen im Jahr 2014**

Zeitschriftenartikel

Autor	Title, Journal, Place: Publisher, year of page-up (and any other bibliographic information)
Evelin Witruk	<i>Neuropsychology of memory disorders</i> . New approaches to improving health care education: "Today and Tomorrow". 4 th International Scientific Conference Proceedings.
Evelin Witruk, Yumi Lee, Bagus Riyono, Amitya Kumara, & Kathleen Otto	Dealing with earthquake disaster on Java 2006: A comparison of affected and non-affected people. <i>Anima, Indonesian Psychological Journal</i> , 29(3), 121-135.
Evelin Witruk	Historische Aspekte der Pädagogischen Psychologie an der Universität Leipzig – mit Schwerpunktsetzung auf die Entwicklung methodischer Ausrichtungen. ZeE-Publikationen, Reihe Wissenschaftliche Veranstaltungen, Band 5.

Bücher / Monographien

Julia Kloss	Witruk, Evelin (Eds.)	Grundschüler als Experten für Unterricht. In Witruk, E. (Hrsg). Beiträge zur Pädagogischen und Rehabilitationspsychologie. Band 6, Frankfurt am Main: Peter Lang International Publisher.
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3 **Weitere Informationen**

3.1 Liste zu internationalen Beziehungen mit Angabe des Forschungsthemas und des Partners

- University of Gdansk, Poland (Deutsch-Polnischer Forschungsfond): Aggressive behaviour in ADHD children, Prof. Dr. Małgorzata Lipowska, Prof. Dr. Marta Bogdanowicz
- University Evora, Portugal (ERASMUS+ Vertrag): Learning disorders, Prof. Dr. Edgar Galindo
- Gadjah Mada University Yogyakarta, Indonesia (Universitätspartnerschaftsvertrag): Disaster Psychology, Prof. Dr. Amitya Kumara, Prof. Dr. Yunarti Kwartarini, Dr. Bagus Ryono
- University of Social Welfare and Rehabilitation, Teheran, Iran (MoU): Addiction and Disaster Preparedness, Dr. Ali Farhoudian, Dr. Hamid Khankeh
- University of Colombo, Sri Lanka (DAAD-Beratervertrag): Rehabilitationspsychology, Prof. Manjula Vithanapathirana, Dr. Samudra Senarath
- University of Hassan II, Marokko: Dyslexia – Cross-cultural comparisons, Dr. Oafa Raziq

3.2 Mitgliedschaft in Leitungsgremien wissenschaftlicher Gesellschaften, Einrichtungen der Forschungsförderung u.ä., berufene oder gewählte Gutachter, Vertrauensdozenten (z. B. der DFG)

- Prof. Dr. Evelin Witruk: Vorstandsmitglied in der deutsch-indonesischen Gesellschaft Leipzig e.V.
- Prof. Dr. Evelin Witruk: Externer Gutachter für Acharya Nagarjuna University in Guntur, India

3.3 Mitgliedschaft in Redaktionskollegien, Herausbergremien u.ä.

Prof. Dr. Evelin Witruk: Herausgeberin der Reihe „Beiträge zur Pädagogischen- und Rehabilitationspsychologie“ beim Internationalen Wissenschaftsverlag „Peter Lang“ New York, Frankfurt usw.

3.4 Preise, Auszeichnungen und Ehrungen (Preisträger [Titel, Vorname, Name] - Name des Preises, ..., von wem vergeben)

- Prof. Dr. Evelin Witruk: Visiting professor at University of Social Welfare and Rehabilitation, Teheran, Iran
- M.A. Dian Sari Utami: Name des Preises: Best paper in the category of social and welfare Von: 1st International Conference of Integrated Intellectual Community, November 2014

3.5 Auflistung der bedeutenden wissenschaftlichen Tagungen und Veranstaltungen, die von der Einrichtung 2014 organisiert worden sind.

Organisiertes internationales Symposium

Symposium at 28th International Congress of Applied Psychology (ICAP) about “Dyslexia – New perspectives on an old phenomenon” (8-13 July, Paris, France).

Symposium Presenters:

Prof. Dr. Evelin Witruk (chair), MA. Yumi Lee, MSc. Shally Novita, MSc. Regine Eichhorn

Organisierter internationaler Workshop

International Workshop about “Dyslexia and Traumatic Experiences” (5-6 December, University of Leipzig, Germany).

Symposium Presenters:

Prof. Dr. Evelin Witruk (chair), MA. Regine Eichhorn, MSc. Shally Novita, MA. Yumi Lee, MA. Juliet Roudini, MA. Miae Yoo, MSc. Asanka Bulathwatta, MSc. Adil Ishag, MPsi. Zarina Akbar, MPsi. Dian Sari Utami, MPsi. Dian Veronika Sakti Kaleoti, MA. Guangshu Gu

- 3.6 Nachwuchsförderung in DFG-Sonderprogrammen (z.B. Postdoktoranden-Stipendien, Habilitandenförderung, Heisenberg-Stipendien), Teilnehmer an Stipendienprogrammen (z.B. Humboldt-Stiftung)

Teilnehmer an Stipendienprogrammen:

MSc. Shally Novita (Rosa-Luxemburg-Stiftung)

MA Adil Ishag (DAAD)

MPsi. Zarina Akbar (Directorate General of Higher Education, Department of National Education, Indonesia)

MPsi. Dian Veronika Sakti Kaleoti (DAAD)

MA Juliet Roudini (KAAD)

MSc. Asanka Bulathwatta (KAAD)

MSc. Emi Zuleifah: Directorate General of Higher Education, Department of National Education, Indonesia

Mpsi. Uyun Qurotul: Directorate General of Higher Education, Department of National Education, Indonesia

MA Nouha Ataya: Syrisches Bildungsministerium

MA. Guangshu Gu: Wuhan Textile University