

# EFPTA 2024: CAROUSEL WORKSHOP

Helsinki, 20 April, 2024

EFPTA board members

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Carousel workshop is inspired by the learning station method. Learning station is a method based on constructivist approach to learning and classroom organization and management in which teachers divide students into groups and organize activities so that students can take an active role in solving given learning tasks at different places in the class and rotate the groups from station to station (Pho et al., 2021; <https://doi.org/10.1080/2331186X.2020.1870799>).

# EFPTA 2024: CAROUSEL WORKSHOP

In this workshop you will play the part of a student and carry out a variety of engaging activities in small groups. You will see how to make learning groups in a creative way, learn something about the members of your groups, explore psychological research and challenge your creativity. This is all aimed at giving you some good ideas to make your teaching more interesting, more active and, above all, more engaging for your students and yourself. The workshop is led by EFPTA board members from different countries.

# ACTIVITY 1: Perception task - distortion goggle data collection

- Use a Metre ruler, coloured board pens, sticky tape and some perception distortion goggles.
- Mark the 'target' at 50 cm. Try a baseline mark with your eyes as normal - to show you can hit the target.
  - Change colour pen. Put the goggles on (flap the lens down).
- Using the same standard technique each time - bent elbow and strike down (no 'searching').
  - Repeat 15 times and see the new pathway forming as your nervous system adapts.
- Finally change pen colour again, return your eyes to normal and make one final strike!
  - Rub out the data and start again with a new participant.



*Harriet Ennis, England and Wales*



# ACTIVITY 2: A classroom learning activity for students based on the psychology of climate change

- Look at the scenario / story.
- From the pile of concept cards, choose one concept that you think is relevant to the scenario / story. Each person in the group chooses a concept. They can also suggest a different concept, by writing it on a blank card. Now you have a scenario with concepts scattered around it.
- Each of you should now explain why / how you think your chosen concept is relevant to the scenario. This will involve (a) explaining the concept itself in theoretical / abstract terms, and (b) explaining its specific relevance to the scenario /story.
- Optional: you may discuss the concepts and evaluate each other's choices of concepts, for example by drawing on your previous learning of specific concepts, theories, alternative explanations as well as other real-life examples.



*Morag Williamson, Scotland*



# ACTIVITY 3: The power of goals

- **Important!** Read step 1, and then do step 1. Do not read step 2 before you have done step 1.
- **Step 1**
  - Each participant needs two sticky notes. Each participant needs to write the number “1” on one sticky note.
  - Now place the sticky note on the wall anywhere you choose, aiming to place them as high as possible.
  - When this step is done, read step 2.
- **Step 2**
  - Once everyone has placed their number “1” sticky note, you can write a number “2” on another sticky note.
  - This time, stick the number “2” note above their number “1” note, aiming to place them even higher on the wall.
- **Step 3- Conclusion**
  - After all the number “2” notes are placed, observe who managed to place their number “2” note above their number “1” note. What do you notice? Somebody wants to share their experience?
  - Probably many of you have succeeded in placing their number “2” note higher than their number “1” note. Why is this do you thing? Discuss in the group. What is the message of this activity?



*Dominique Warmerdam, The Netherlands*

# ACTIVITY 4: Tarsia Puzzle – History of psychology

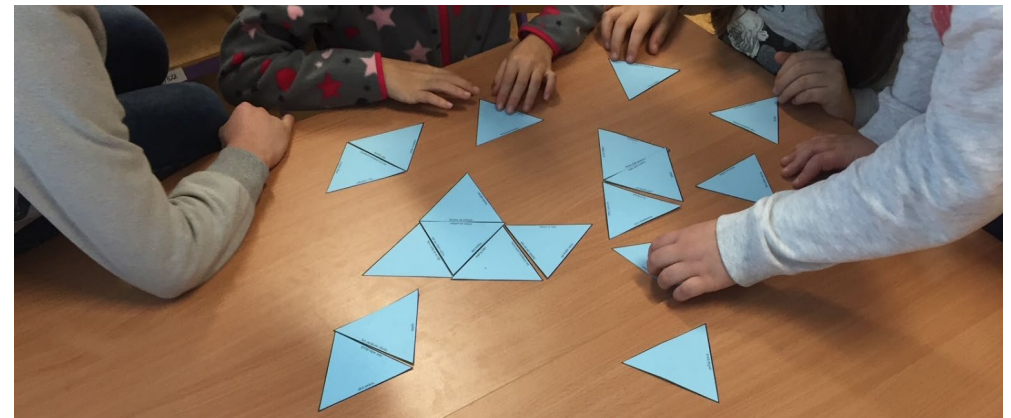
- Tarsia, this originally Italian word refers to a technique used, especially in the Renaissance, to decorate furniture with pieces of different types of wood and ivory).
- It is a very simple game that originated in the teaching of mathematics and geometry. An arbitrary polygon is divided into equal smaller shapes (usually triangles or squares), which are cut up and the pupils' task is to assemble them into the original shape.
- The trick is that on the sides of smaller triangles or squares that lie opposite each other, there are pairs of information that belong together: the country and its capital city, name of the writer and title of the work, etc.
- Such puzzles can be used at home and at school to review a wide variety of topics and subjects. The added value of the exercise is that it uses visualisation, object manipulation, spatial reasoning, and memory training. Such involvement of multiple modalities in learning is also suitable for children with learning and attention disorders.



Create your own tarsia puzzle:

<https://www.tarsiamaker.co.uk/>

*Lenka Sokolová, Slovakia*



# ACTIVITY 5: Story cubes – concepts in psychology

- You can work in pairs or groups of three.
  - Choose five cubes for your pair.
- Roll the cubes and use the pictures to create a sequence or a story of your favourite concept, theory or a myth in psychology.
  - Use your creativity and imagination.
- Then let the others guess, what is your favourite concept.
- Use online generators to create your stories about psychology:
  - <https://davebirss.com/storydice-creative-story-ideas/>
  - <https://rpg.nathanhare.net/storygen/>



*Lenka Sokolová, Slovakia*





# Thank you for enjoying our workshop 😊

- *Harriet Ennis, England and Wales*
- *Harpa Hafsteinsdottir, Iceland*
- *Birgit von Rauchhaupt, Germany*
- *Karen Sinnaeve, Belgium*
- *Lenka Sokolová, Slovakia*
- *Machteld Vandecandelaere, Belgium*
- *Dominique Warmerdam, The Netherlands*
- *Morag Williamson, Scotland*

