



## EFPTA Conference Helsinki 18-21 April 2024 workshop and symposium sessions

There are three workshop /symposium slots in the conference programme on Saturday 20 April: at **9.30, 13.00** and **14.30**. There will be three or four parallel options in each slot, scheduled so that conference participants have a suitable range of options each time. The final schedule will be available soon. Conference participants can sign up for their preferred sessions on arrival.

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### WORKSHOPS

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#### **Challenging common misconceptions in social psychology**

Dr Kateřina Machovcová, Charles University, Prague, Czechia

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#### **Managing stage fright in a classroom: Practical approaches for easing anxiety**

Heidi Iik, European Federation of Psychology Students' Associations (EFPSA)

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#### **"I missed my teachers": the impact of teacher-student relationships at upper secondary school**

Elva Björk Ágústsdóttir, Reykjavík, Iceland

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#### **Culture : not just a human-only behaviour?**

Evie Bentley, Association for the Teaching of Psychology (ATP), England

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#### **Teaching critical thinking skills in psychology by means of a classroom experiment**

Prof Åge Diseth, University of Bergen, Norway

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#### **Inspiration for your psychology classroom: carousel activities**

Dr Lenka Sokolová, EFPTA Board, and Comenius University, Bratislava, Slovakia  
with other Board members of EFPTA

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#### **The Psychology of Artificial Intelligence**

Mairi Rice, Association for the Teaching of Psychology Scotland (ATPS)

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#### **An introduction to neurotransmission for psychology teachers**

Ilari Kousa, Finland

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#### **Phenomenal experience of phenomenon-based didactics**

Anne Riekkinen, Finland

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#### **What is EFPTA for? Some self-reflection at the 20-year milestone**

Morag Williamson, Scotland (ATPS), and Dr Ebba Blåvarg, Stockholm University

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#### **Supporting Mental Health in High School**

Elina Marjamäki, Finland

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#### **Supporting Mental Health of Immigrant Students**

Riikka Nurmi, Finland

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### SYMPOSIUM

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#### **The Crisis for training Psychology teachers**

Dr Karen Duffy and Louise Quinn, Manchester Metropolitan University, England

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