Termin: 02.04.2025, 09:00-13:30 Uhr
Organisation: TESTEd Konsortium und das Alfried Krupp-Schülerlabor der Wissenschaften
Kosten: keine
Zielgruppe: Lehrkräfte und Schüler:innen

TESTEd goes Student Lab ist ein Projekttag für Schüler:innen und Lehrkräfte im Rahmen des TESTEd Projekts und in Kooperation mit dem Alfried Krupp-Schülerlabor der Wissenschaften. Der Projekttag soll Lust auf Wissenschaft und Forschung machen. Die einzelnen Angebote versammeln einschlägige, internationale Expert:innen aus Schule und Wissenschaft. Unter anderem werden die Themen Künstliche Intelligenz im Unterricht, LEGO® Serious Play™, Wellbeing im Schulalltag und Strategien zum Fremdspracherwerb von unseren TESTEd-Professor:innen in spannenden Workshops thematisiert.

0900 — 10:00 Uhr HIA	Begrüßung: Prof. Björn Rothstein Plenarvortrag für Schüler:innen und Lehrkräfte: Prof. Dr. Judith Visser (Ruhr-Universität Bochum, Germany): **"Plurilingualism in a multilingual world"**

10:00 — 12:00 Uhr SSC, 2. Etage	Parallele Schüler:innenworkshops			
	1 **'What does the world you want to live in look like?': Utilising LEGO® Serious Play™ to envision our future** Dr. Briony Supple (Cork, Ireland)	2 *Social media simulator "SOMEKONE" — a tool for understanding explainable AI* Dr. Kati Mäkitalo (Oulu, Finnland)	3 *Strategies for Learning a Foreign Language* Prof. José Javier Martos Ramos & Marta López Haldón (Sevilla, Spain)	4 *Teachers and Students Wellbeing — A Practical Toolkit* Prof. Paulo Diaz (Braga, Portugal)

12:00 - 13:30 Uhr	Mittagspause für Lehrkräfte und Schülerinnen (Mensa der RUB)

Workshop 1: '*What does the world you want to live in look like?': Utilising LEGO®* *Serious Play™ to envision our future*

Workshopleiterin:	Dr. Briony Supple (University College Cork, Irland)
Ort:	Gebäude SSC, 2. Etage
Zielgruppe:	Schüler:innen der Klassen 7 bis 12 (Grundwissen in Englisch)

This workshop will utilise LEGO® Serious Play™ (LSP), a facilitated methodology that encourages participants to create symbolic and metaphorical models using LEGO bricks in response to specific tasks. This approach promotes storytelling and collaborative dialogue, enabling a shared understanding of complex topics and fostering creativity and critical thinking among participants (McCusker, 2014).
The workshop will focus on exploring the Sustainable Development Goals (SDGs), with a particular emphasis on Education for Sustainable Development (ESD). Participants can expect an interactive experience where they will:

- Enhance Critical Thinking: By building models that represent their interpretations of sustainability issues, students will deepen their understanding of ESD and its significance in addressing global challenges.
- Foster Collaboration: The workshop will promote teamwork as students share their creations and insights, encouraging open dialogue and collective problem-solving.
- Develop Communication Skills: Participants will learn to articulate their ideas effectively, using LEGO as a medium for expression.

Overall, the workshop aims to empower students to think creatively about sustainability, equipping them with practical skills to envision actionable strategies aligned with the SDGs.

Reference:
McCusker, S. (2014). LEGO® Serious Play™: Thinking about teaching and learning. *International Journal of Knowledge, Innovation and Entrepreneurship*, 2(1), 27—37.

Workshop 2: *Social media simulator "SOMEKONE" — a tool for understanding explainable AI*

Workshopleiterin:	Dr. Kati Mäkitalo (University of Oulu, Finnland)
Ort:	Gebäude SSC, 2. Etage
Zielgruppe:	Für Schüler:innen der Klassen 5-10 (Grundwissen in Englisch)

Why is social media addictive? How does social media work? Learn these and much more in a workshop using the world's first social media simulator, social media machine. In this workshop, we are introducing the social media simulator, which is an example of explainable AI (XAI). The tool is named "Somekone" and with this tool, we

explore together the key phenomena of social media, such as tracking, profiling and recommendation. Somekone simulates familiar social media services that young people use (e.g. Instagram). The aim of this workshop is to increase the participants' understanding about the mechanisms (tracking, profiling, recommendation) of explainable AI which is used in social media systems. Participants are guided to use this social media simulation, and several tasks are given to do in pairs. The presenters are visualizing these basic mechanisms with this social media simulation and with different tasks we explore together these mechanisms in more detail. At the end, we discuss how the use of social media is influencing us, in positive and negative ways. This social media simulator is designed for the use of different age groups, namely children and adolescents. This social media simulator is a very useful tool to better understand how social media systems function.

Workshop 3: *Strategies for Learning a Foreign Language*

Workshopleitende: Prof. José Javier Martos Ramos & Marta López Haldón
(Universidad de Sevilla, Spanien)
Ort: Gebäude SSC, 2. Etage
Zielgruppe: Für Schüler:innen der Klassen 9 bis 12 geeignet (Grundwissen in Spanisch)

The main purpose of this workshop is to explore strategies that can facilitate and enrich the learning of a second language (L2). Through a practical approach, students will be encouraged to identify and apply the most effective tools in real communication contexts.

The collaborative format will be carried out in small groups, promoting the exchange of ideas and fostering an autonomous learning approach. Activities will take place in different languages and will combine tasks focused on both oral and written production and comprehension.

During the session, we will address cognitive learning techniques such as memory strategies; affective strategies, which are essential for managing anxiety, enhancing motivation, and building confidence in using a foreign language; social strategies, which include interaction, guided conversational practice, and the development of intercultural communication skills; and finally, compensation strategies, which help overcome linguistic difficulties through paraphrasing, contextual clues, and non-verbal communication.

Spanish Version
Estrategias para aprender una lengua extranjera

Este taller tiene como propósito principal explorar algunas estrategias que pueden facilitar y enriquecer el aprendizaje de una L2. A través de un enfoque práctico, se animará a los estudiantes a reconocer y utilizar las herramientas más efectivas en contextos reales de comunicación.

El formato de trabajo de tipo colaborativo se desarrollará en pequeños grupos, promoviendo intercambio de ideas y un enfoque autónomo. Se procederá en diferentes lenguas y se combinarán actividades orientadas tanto a la producción y comprensión oral como escrita.

Durante la sesión, se abordarán formas de aprendizaje cognitivas como técnicas de memoria; **estrategias afectivas**, esenciales para gestionar la ansiedad, potenciar la motivación y fortalecer la confianza en el uso de la lengua extranjera; **estrategias sociales**, que incluyen la interacción, la práctica conversacional guiada y el desarrollo de habilidades de comunicación intercultural; y por último, **estrategias de compensación**, que ayudan a superar dificultades lingüísticas mediante el uso de parafraseo, pistas contextuales y comunicación no verbal.

El taller también enfatizará, en resumen, la importancia de la reflexión y la autonomía. Cada participante tendrá la oportunidad de analizar su propio proceso y adaptarlo a sus necesidades específicas. No solo se busca mejorar las competencias lingüísticas, sino también fomentar un aprendizaje consciente.

Workshop 4: Teachers and Students Wellbeing — A Practical Toolkit

Workshopleiter: Prof. Paulo Diaz (Universidade Católica Portuguesa Braga, Portugal)
Ort: Gebäude SSC, 2. Etage
Zielgruppe: Für Schüler:innen der Oberstufe mit fortgeschrittenen Englischkenntnissen geeignet

This workshop focuses on the important topic of wellbeing in schools, helping students aged 16-18 understand how to improve mental and emotional health for themselves and their teachers. It is designed to give young people practical tools and strategies to handle stress, build resilience, and create a positive school environment. Participants will explore common challenges faced by both students and teachers, learning how these can affect wellbeing. The session introduces simple yet effective techniques, such as managing time better, practicing mindfulness, and supporting peers and teachers through open communication. Attendees will also discover how small actions can make a big difference in creating a happier and healthier classroom for everyone.
The workshop includes fun and interactive activities, group discussions, and opportunities to share ideas. By the end of the session, participants will leave with a practical toolkit to help them take care of their own wellbeing while contributing to a more supportive and balanced school community.