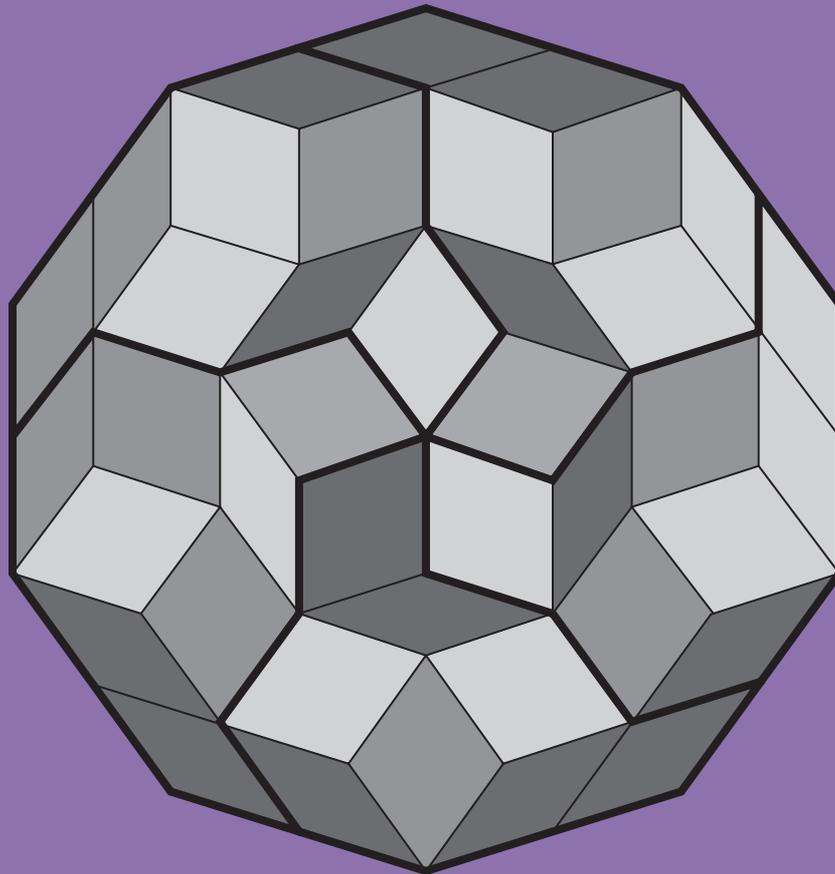


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Presidential note



Geneviève Laloy
President of the Comenius Association
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The challenges of the Comenius Association are high and we believe we have to go further in the direction we chose more than twenty five years ago. This journal is dedicated to a specific focus on Education and Crisis but also to our various current projects. There are still a lot of things to be achieved in the future.

The new Erasmus+ programmes will be implemented in a few months and new perspectives and creative challenges are dawning. The Comenius Association and its members can be a key in the building of a Europe that is open and fair, with a place for each citizen. And Education is certainly a good way to reach this aim.

When I joined the Comenius Association, the President was Joan Maria Senent from the University of Valencia and one of the founders of the Association.

This year, I am very pleased to give him the floor to introduce this new edition of the Journal. In our Association, he is the best person to get a complete overview of our Association and on the educational situation we experience in Europe now.

Geneviève Laloy

Comenius Association President

Les défis de l'Association Comenius sont grands et nous croyons qu'il faut aller de l'avant dans la direction choisie il y a plus de vingt cinq ans. Ce journal est dédié à un focus spécifique sur l'Education et la Crise mais évoque également nos projets variés en cours. Il y a par ailleurs beaucoup de choses à accomplir dans le futur.

Les nouveaux programmes Erasmus+ seront opérationnels dans quelques mois et de nouvelles perspectives et défis créatifs vont voir le jour. L'Association Comenius et ses membres peuvent être une clé dans la construction d'une Europe ouverte et juste, avec une place pour chaque citoyen. Et l'Education est certainement un bon moyen pour atteindre ce but.

Quand j'ai rejoint l'Association Comenius, le Président était Joan Maria Senent de l'Université de Valencia et l'un des fondateurs de l'Association.

Cette année, je suis très heureuse de lui céder la parole pour introduire cette nouvelle édition du Journal. Dans notre Association, il est la meilleure personne pour donner un aperçu complet de notre association ainsi que sur la situation éducative que nous vivons actuellement en Europe.

Geneviève Laloy

Présidente de l'Association Comenius

25 Years of the Comenius Project in the Context of Another Crisis



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ABSTRACT

L'article raconte les origines du Projet Comenius au sein du séminaire GERFEC à Klingenthal – Strasbourg en 1988 qui avait comme but la construction de projets d'actions concrètes dans la formation des enseignants et explique quelle était la situation de la Communauté Européenne après l'entrée des pays du sud : Grèce, Portugal et Espagne et comment le programme Erasmus, - né, avec pas mal de difficultés, quelques mois avant,- est sorti d'une crise entre les états membres que jusqu'à ce moment n'avaient pas permis aux institutions européennes développer des actions dans le domaine de la culture et l'éducation.

A partir de cette analyse, le texte indique comment dans le contexte d'une autre crise, la mobilité et l'éducation interculturelle peuvent être la clé pour développer chez les jeunes, des valeurs, très nécessaires dans cette situation, comme la coopération et la solidarité, et anime l'Association Comenius à développer nouveaux projets dans cette direction.

It has been 25 years since the Comenius programme was created, yet in the context of another crisis. Back in the 1980s, the then called European Community languished. It was no able to continue with the integration dynamics of the previous decade and a huge goal was being sought in order to relaunch de European project. In 1988, just two years after Spain, Greece and Portugal entered the European Union, their entry together with the disappearance of the internal borders meant a critical moment for that latent EU crisis. On the other side it represented a response to it as well, as it raised several challenges to the already Member States of the European Community.

On the one hand a very important economic challenge, as we are dealing with three countries with a considerably lower economic level compared to that of the already member countries -and its impact

on infrastructures-. At the same time, a second challenge was set out related to the welfare state: the social services of the newly integrated countries were far lower than the rest. The third of the challenges was of a political nature. The three countries had had a totalitarian regime during the previous decades. Spain was still recovering from the 1981 Coup d'état. In short, they were three countries with very weak and still under construction democracies. Finally there was the stereotypes challenge: the three countries -Spain, Greece and Portugal- were southern countries, and for most European people back in the 80s that meant little more than a good place for holidays, - it would be interesting to know in what way this perception has changed.

When we created the Comenius project in the spring of 1998, the Erasmus programme had only been on-going for se-

veral months. It was also a response to the crisis as it was seen as a milestone for the Europe of citizens, which was meant to make people understand that the decisions taken at the European Community institutions would have a direct relevance to their daily life. In this case the issues related to university education were un-touchable for most of the Member States, since it concerned the fundamental values of the country.

Manuel Marín, who was the vice-president of the European Commission, remembers in one of his articles published in *El País*¹ newspaper, how the Erasmus programme emerged from a serious conflict with some of the Member States.

¹ Marín, M: "Erasmus, un ejemplo de la buena Europa". "El País" newspaper. 12th August 2013. Available on http://elpais.com/elpais/2012/07/16/opinion/1342444890_78698.html (Visited on 25/06/2013)

At that time education and culture were considered an essential part of the sovereignty and national identity, and thus, they could not be object of the Community policies. The European Commission came to the conclusion that the university system could not remain closed, what Europe needed what just the opposite: to boost university students mobility, as well as professors and other university staff mobility. That is why they thought about a risky solution: as they did not have powers to implement community policies in terms of education and culture, they would set out community programmes which fell under the competence of the European Commission. Several Member States, especially the ones which carried more weight within the Community, hindered the emergence of the programme, they feared that their national competences would be reduced. But, the Erasmus programme emerged despite the hostility and the obstacles.

When in the spring of 1988 I attended the seminar of the GERFEC² which took place in the Château de Klingenthal, host of many of our spring meetings, it was my second time in this valued place. The first time took place just a few weeks after the failed Coup d'état in Spain (1981) and I became the centre of attention, though unwillingly. On that occasion the seminar coordinated by Roseline Moreau and Jacques Chevalier had a clear objective: to develop projects of concrete actions which could be set into practice in the near future. Jacques Chevalier and myself analysed the beginning of the Erasmus programme and soon became aware of its potential. It could change the education landscape if its development overcame the administrative burden that was to appear.

In this sense, as we were both working at higher education institutions in the area of teacher training, we knew that the success of a mobility programme depended

² GERFEC: *European Group for research and training of teachers holding Christian and other beliefs and convictions*. Cfr: <http://www.gerfec.eu/index.php?lang=en#3>



on cooperation among institutions. We thought that it was quite difficult for the institutions to accept what students had done at other universities if they did not know in detail what students had done there, the context, curriculum, etc. At the same time students and professors mobility implied breaking away from customs and stereotypes which were important at that time. And finally we understood that it was necessary for any exchange-programme, especially in education, to know some cultural aspects as well as the educational system context of the country of destination.

That is why we designed the Comenius project, with the idea of developing the intercultural education, which at the same time would be a guarantee for the development of mobility programmes. Initially we thought of a programme which would respond to three premises:

- To allow the professors and coordinators in charge of mobility the establishment of personal contacts which facilitated the understanding of foreign institutions. This would be the first step towards mobility in the future under the Erasmus programme.
- To guarantee the understanding of the other countries educational system both from theory and practice.

Several training periods in other countries schools were to be included. The teacher training programme was also to be introduced as well as the participation in host institution lectures.

- To facilitate student participation by setting out a quite economic project; students should pay their travel expenses and they would be hosted in the families of the host institution students. Families and host institutions would pay for the students meals.
- To include in the programme cultural and touristic activities which would allow a basic knowledge of the teacher training school surroundings.

Although the exchanges set up in the project were meant to last two weeks in each of the institutions, the first exchange lasted just one week due to organisational and economic reasons. So, at the beginning of February 1988 a group of seven students from the Escuela Universitaria de Formación del Profesorado "Edetania", formerly attached to the University of Valencia, and myself as a coordinator visited the "Ecole Normale du Brabant Wallon" in Nivelles (Belgium). We attended a one-week educational and cultural programme. My students

learnt that Belgium was very cold, it was snowing for two days; they also learnt that Belgian people got up and went to bed quite early, that sometimes Belgians ate raw meat, that they had a Normal School quite different from ours, with a lower number of students. My students had the opportunity to know a primary school very different from ours which was very interesting for them. A few weeks later, the same group of Belgian students which hosted us, coordinated by Jacques Chevalier, came to a spring like , warm, festive Valencia. They knew our teacher training school, our way of life and our primary school, which was interesting and different for them.

Soon other schools from Madrid, Alkmaar, Lille and Paris joined us making the project grow. In 1993 it was already part of the International Association “Comenius” which continued with a work you can follow on the Association website³. I have been asked several times why we called the project “Comenius”. We have to take into account that the European project “Comenius” which became part of the European macro-programme “Socrates” and next “Erasmus for all”, did not exist at the time. Only the Erasmus programme had been created. We looked for a European figure who represented

3 <http://associationcomenius.org>

both the pedagogue and mobility, and in that sense the overall pedagogic vision of Comenius together with his contribution to the educational and teacher training methodology, as well as his stays in several countries, made us think of him as an example of the European mobility that we were willing to develop with our new Erasmus programme.

Many times I have been considered an ‘educational wanderer’ which I think is an honour. To run a doctorate programme between different universities or to teach an indigenous community in the Amazon rain forest are not activities as different as people may think. Both situations involve establishing a communicative and cooperation situation with people. Twenty-five years ago it was unthinkable that, as sometimes happens to me, I could be teaching in my faculty at Valencia University in the morning, taking part in a masters at the Sorbonne in the afternoon, finally participating in the meeting of a project at Charleroi or monitoring Erasmus students in Leuven. Nowadays with low-cost flights and high speed trains, the problem is not the means but our ability to adapt to different contexts that need to be known beforehand.

Over these 25 years much has been said about the Erasmus programme, whether or not it was something more than party and tourism. Some European politicians, as our current Minister of Education, have made some statements underestimating the academic results of the programme and questioning the grants of the programme in times of crisis as they do not reach excellent students. They have not understood that regarding mobility of higher education students, results are not all what matters, as they are not the only objective of mobility. Learning experience and personal maturity together with the intercultural experience of living abroad and absorbing other cultures are also very important aspects of mobility.

In the International Association “Comenius” we learnt time ago that the development of the intercultural education was one of our main goals. It involves interpersonal knowledge, cooperation, shared experiences and understanding of our institutions. To develop Europe in times of crisis means continuing this way, looking for new methods to ensure our programmes and projects in a situation of economic difficulties. Cooperation and solidarity, values we wish to strengthen in our students, arise from truly intercultural education experiences.

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Student and Staff Mobility in Times of Crisis: Report on a Conference Organized by the German National ERASMUS Agency in June 2013



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ABSTRACT

Dans la crise actuelle, tous - la politique, les institutions d'enseignement supérieur et les individus concernés - doivent se demander comment les développements budgétaires vont influencer la mobilité internationale et comment on doit réagir pour transformer les défis en opportunités.

Pour en savoir plus, l'Agence Nationale ERASMUS allemande (DAAD) a commandé une étude quantitative et qualitative sur la mobilité des étudiants et des enseignants en Europe dans la crise actuelle. Dans le cadre d'une conférence en Juin 2013 à Bonn, les premiers résultats qualitatifs préliminaires ont été publiés et discutés. La surprise est grande: au moins jusqu'à l'année 11/12, les chiffres de mobilité continuent à grandir (avec seulement 4 exceptions: Chypre, la Bulgarie, la Roumanie et la France).

Des rapports de représentants de cinq pays différents (Bulgarie, Grèce, Espagne, Irlande et Portugal) montrent la complexité du sujet. Il devient évident que les gouvernements et les institutions d'enseignement supérieur sont obligés de faire des choix (par exemple dans la répartition des bourses, dans la recherche ou la mobilité internationale, dans le degré de support financier, dans les domaines qui sont soutenus, etc.).

Les résultats complets seront publiés lors d'une autre conférence organisée à Berlin le 26 septembre sur le même sujet. Mais déjà maintenant les institutions – ainsi que les institutions de formation des futurs enseignants - sont invitées à montrer leur créativité et à élever leur voix pour exprimer des idées pour changer le programme Erasmus afin qu'il puisse contribuer à la solution de la crise.

The crisis, which started as a financial crisis but has developed into a severe crisis of confidence, hit mostly all countries participating in ERASMUS at different times with difference magnitude: 25% of the European youth out of school are unemployed, severe financial cuts in Higher Education, a declining support of the EU to the population, growing nationalism...

How does this situation influence the big European ERASMUS project – established one generation ago to create a European identity? How do the different National Agencies deal with the challenges arising from the financial cuts? How can the ERASMUS programme contribute to overcome the crisis? How should the new

ERASMUS generation be to meet the challenges in the years to come?

The German National ERASMUS Agency, the DAAD ("Deutscher Akademischer Austauschdienst") commissioned a study on „Student and Staff mobility in times of crisis“ and presented some preliminary results on June 20th 2013, giving an overview of the current situation. In this article, I will give a short report of that conference. *My personal comments on the perspective of the Comenius Association have been written in italics.*

At the beginning of the conference, Hanna-Stella Haaristo from the PRAXIS Centre for Policy Studies in Tallinn (Estonia) gave a short summary of the quantitative

analysis of ERASMUS mobility flows up to 2011/12. Her surprising result: Despite the crisis, the mobility numbers are growing almost everywhere, but at a different pace. There are only 4 exceptions, Bulgaria, Romania, Cyprus and France, which have declining mobility numbers. Countries which are more affected by the financial crisis seem to have even a bigger increase of mobility figures –maybe because students expect better opportunities abroad.

But the reports and personal statements given by representatives from different European countries showed that ERASMUS is far from “business as usual”, and it showed how diverse and complex the field of mobility is.

Dr. Romyana Todorova, vice-president of Shumen University (**Bulgaria**) gave two main reasons to explain why Bulgarian students rather stay at home in times of crisis: On the one hand internationally mobile students would lose their jobs at home, and on the other hand they would have to face higher expenses than in their home country. She suggested some solutions such as to cover travel expenses, increase the monthly rates and to encourage e-learning-activities. According to her, it is easier to motivate staff as they can combine ERASMUS teaching with the participation in conferences and get the chance to create new projects (and therefore funding possibilities) – opportunities they would not often be able to afford without ERASMUS funding. Therefore, ERASMUS money has to be seen as a long-term investment against the crisis.

Aspasia Karabela (Hellenic LLP Agency, Athens) and **Dr. Foteini Asderaki** (University of Piraeus, **Greece**) emphasised that the crisis is an opportunity for a change of structural problems. An example mentioned by Karabela and Asderaki: the high number of Higher Education Institutions, or the high number of specialists in some fields. Furthermore, according to them, ERASMUS can be an asset in the CV of teachers and students, but the minimum duration should be shortened to enable students with less financial support to participate in the programme as well. However, the positive effect of mobility on individuals may have a negative effect on a national level: “Brain drain” is a big issue. During the last year, the majority of internationally mobile students on placements (SMP) in Master programmes decided not to return back to Greece, but stayed in their host country, instead.

Dr. Maria Boquera (International Office, Universitat Politècnica de València, **Spain**) was focusing on the decrease of student mobility numbers in Spain from 2012/13 on, mainly caused by the negative implementation of the Bologna process and by severe budget cuts: In the climate of crisis, international mobility is not encouraged in Spain at the moment. This is also valid for staff mobility: Many

universities are favouring resources for intensive research activities instead of international mobility – causing staff rather to stay at home. For Boquera this fact has not only financial effects but also psychological ones, resulting in disappointment, pessimism and a way of thinking much more oriented towards money.

Tim Conlon, Higher Education Authority Dublin (**Ireland**), was emphasising the positive impact of ERASMUS: it can contribute to increase the skills of students and be an opportunity to improve them sustainability, reduce school dropout and help to develop the relevant skills for the labour market. *Despite of these positive words, he did not clarify what these relevant skills are – but the fact that he mentioned the high number of teacher training colleges in Ireland as a negative example and a structural problem should make the Comenius Association aware of some underlying tendencies in European Higher Education politics.*

Ana Rita Ribeiro, Agencia Nacional PROALV, Lisbon (**Portugal**) pointed out a big difference in the target groups of ERASMUS student mobility throughout Europe and illustrated the consequences of the different funding mechanisms: In Germany and many other countries ERASMUS is an upper middle class programme with very low ERASMUS rates paid to every student without taking into consideration their financial background and having, in many cases a merely symbolic character -the financial support by parents and grand-parents is a necessary condition for many German ERASMUS students-. In Portugal, however, ERASMUS is becoming a programme for lower income groups only. To compensate for lower salaries, Portugal has increased the personal ERASMUS grants, which is positive for individual students, but it means that a smaller number of students can benefit from it. As ERASMUS grants are connected to social grants, the grants mainly go to lower income groups. This is excluding the middle class from ERASMUS – a social class which is under high pressure in Portugal at the moment anyway. Mobile students with a middle

class background are more and more depending upon family support – as long as this is possible taking into account the current situation. On the other hand, upper class families in Portugal tend to send their children overseas – in Ribeiro’s eyes a clear sign of a lack of confidence in Europe, going into the same direction as the growing number of free Arabic or Chinese courses to prepare young Greeks to a global labour market.

A merely quantitative analysis does not give insights into such complex mechanisms behind the examples mentioned above. Therefore, additional case studies have been commissioned by the DAAD, taking into consideration aspects such as tuition fees, social context, level of public support, working conditions, intentions, etc. The quantitative and the qualitative results of these case studies as well as the recommendations arising from it -how the European programmes and politics could contribute to the overcoming of the crisis- will be discussed at a second conference organised by the DAAD, taking place in Berlin on September 26th 2013.

Further information: <https://eu.daad.de> (in German only)

Those five reports mentioned above showed how complex the situation is: opportunity or threat, higher or more numerous grants, research or international mobility, individual or national perspectives, public or family support, Europe or overseas, etc.: The crisis definitely has impacts on the ERASMUS programme. It forces politics, Higher Education Institutions and individuals to set priorities and to be creative in order to turn the challenges into something positive. There are a lot of voices expressing their special interests and opinions. International teacher trainers have to make sure their voice will not be overheard!

Small Seeds At The University – Large Trees In The World: Creative Teaching as a Way to Promote Social and Economical Change



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ABSTRACT

Cet essai a comme objectif d'étudier la façon dont les institutions des hautes études peuvent contribuer au développement social et économique à partir de la promotion de la créativité chez les étudiants. Nous commençons par analyser la problématique de la faible initiative, le conformisme et la peur de la prise de risque au sein des étudiants qui s'expriment en fonction de leur performance sur le marché de travail. Fondant notre recherche sur plusieurs auteurs, nous analysons les raisons possibles qui peuvent conduire à cette problématique. Ensuite, deux recommandations pour le changement dans les universités sont réalisées, lesquelles préconisent l'importance d'atteindre tous les domaines scientifiques. Finalement, les résultats à long terme sont présentés en fonction de l'autonomie des professionnels, l'impact sur les différents domaines scientifiques, le développement des enfants et l'amélioration de l'éducation.

The problem of a small growth

We all know that universities have the ability and the goal of educating people, usually young adults so they can become successful professionals no matter which area they work in. Despite the importance of the student's individual abilities and efforts, we also know that the quality in the performance of professionals coming into the labour market often depends on where they study and on the quality of the education of that institution. However, we continue to see many young people feeling that they have lost their way, not knowing what path to take, in situations of unemployment or precarious employment, as they feel they don't know how to fulfil their life ambitions or they don't have economic capabilities to take steps for the development of their autonomy, seeing themselves forced to stay longer dependent on their families.

Given the current economic crisis, many young people are afraid of taking risks in order to build something for themselves, to be entrepreneurs or to fight for their

careers thriving towards a better future. They are often afraid to believe in themselves and in their abilities fact that incapacitates them to build life projects adjusted to their dreams, hopes and ambitions. This incapacity is certainly related to the quality of their performance at work and to their way to build solid careers where they can feel fulfilled and where they can contribute to the development of economy and society.

What is happening then that the ability of believing in their own potential is being taken away from young people? What can we do to change this way of being and to give them tools to believe more in themselves? What social and economic changes can we obtain in the long term time? In this essay we reflect on how the stimulation of creativity in higher education institutions can have a positive and effective impact on the social and economic development of society.

Is the soil fertile?

The society we live in has individuals

with different links between them. They belong to different generations and interact daily when attending institutions, public places, informal areas etc. These interactions contribute greatly to the way they see the world and the way they act on it. When we think about the reasons that may lead young adults to have a poor belief in their potential we can find several and different kinds of explanations, and we know that most of the reasons leading to this situation are essentially their personality and the environment they live in. Alencar and Fleith (2010) argue that the **personality** characteristics of the individual may inhibit the free production of new ideas. Some of these may be the fear of seeming ridiculous, desire for order and control, rigidity, resistance to change, among others.

The **environment** is also a very important factor and school has a big role in stimulating or inhibiting these personal characteristics. In the school context we can find some procedures which inhibit creativity and which are related to current teaching practices in educational institu-

tions. An example would be the ways of teaching which emphasise the memorisation of knowledge and the lack of emphasis on students (Alencar & Fleith, 2010).

The **institutional culture** seems to be a predominant factor inhibiting creativity. Kim (2010) states that there has been an increasing rigidity at schools which would explain the decline of creativity in students. Alencar (2003, 2007) states that nowadays there seems to be some pressure on teachers who try to innovate in their teaching methods. This pressure comes from peers and superiors who give emphasis to the uniformity of teacher behaviour. This situation pushes many teachers to conform to more traditional ways of acting, repressing their creative potential and thus not encouraging students to do so. Some studies have also found difficulties in students related to their creative development (Bahia, 2008; Alencar & Fleith, 2010).



Who are the seeds?

Maybe we are underestimating the potential we have at our universities: the university student normally is in a period of transition from late adolescence to early adulthood and in that moment is when the ability to develop ideas goes side by side with the development of the maturity. This mixture of characteristics turns the young adult into a rich soil to cultivate knowledge. Sanford (1968) argues that the fact of being integrated into the academic world where new ideas and experiences flow, makes the young adult cognitively and affectively stimulated which increases learning motivation.

In these institutions of higher education, we have a big potential that should not be overlooked, but should be increasingly encouraged as these institutions are great places for the development of ideas, cultivation of knowledge and sharing of culture.

Changing the way to cultivate.

When we talk about creativity in professionals, its importance arises in different ways according to their future profession. Whatever their scientific area is, the importance of creativity in each of them is huge. Thus, we can create professionals able to believe in themselves, to break with conventional ideas and to contribute to social and economic development. Jackson (2006) states the importance of higher education institutions being aware of their responsibility for the development of creative professionals who will be needed later by labour organisations. The development of creative thinking proves to be important, both for the individual and for society. Although it is difficult to define the concept of creativity by most researchers (Bahia & Nogueira, 2005), this generally relates to the flexibility of thought, fluency of ideas, ability to see things with new relations between them, or even, think differently from most people (Lowenfeld & Brittain, 1987).

Maybe we should start in higher education giving future professionals the chance to make mistakes without fear, and to experience other ways of being, thinking or creating, allowing them to explore their potential and to discover that there is no danger in thinking differently nor risk doing something while thinking “out of the box”. The university has the potential to educate innovative, confident and creative professionals rather than conformists. To achieve this, two main changes to be implemented at universities are suggested here:

First change – changing the way the lessons are given, making them more focused on student participation and on the incentives for problem solving. Cheng (2011) addresses this issue by stating the

importance of considering changes in the curriculum. In a research the author realised that the promotion of creativity in school can be very positive for the development of students; as they start to feel more creative in their attitude and performance in class, thinking becomes more innovative and students have more risk-taking attitudes. Creative strategies can be adapted to different scientific areas and applied in the classroom. Bahia (2002) argues that practical problems in the classroom should be more connected to everyday life and the possibilities of solving them based on previous knowledge and experience held by the students, as well as different solutions for each problem, enhancing motivation and engagement in the classroom.

Second change – redesigning undergraduate and master’s degrees and introducing at least one practical and creative course per year where students can make exercises related to their scientific area of study. Gilson (2008) postulates that creativity must be accompanied by an analytical basis, and consequently by a solid foundation of knowledge, so that students have the essential elements for success in the world of work.

The activities in these specific courses, integrated in all scientific areas, would develop divergent thinking, allowing students to have the chance to make mistakes and learn from them in a safe environment. Veiga & Caldeira (2005) state that the more the students are seen as creative persons the more they believe in their ability to achieve goals and the better is their self-esteem.

Starting to gain roots

With these changes we can think about some possible results that can happen in the long term:

First result: more autonomous and confident professionals – Professional who believe in their capabilities to achieve goals, who know how to fulfil their life and working ambitions and know how to build their careers in a solid way contri-

buting to a more stable, sustainable and safe society.

Second result: achieving different areas in society – Students who are finishing university studies will become professionals in different scientific areas, they will be the entrepreneurs, caregivers, politicians, teachers, specialists and leaders of tomorrow. If these changes are implemented in the different scientific areas we can think about the impact that they can have on each of them.

Third result: global improvement on education - universities are training professionals in different scientific fields, but they are also forming future university teachers in each area, as well as researchers which will allow that a snowball effect may arise considering that more creative students will become more creative researchers and university professors. This will allow the maintenance of this system, since the results of the initial interventions may be reflected on subsequent generations of teachers and students.

Fourth result: influence on child development and human relationships in general - All these changes can achieve a social impact that goes beyond the academic and professional world since these students will not only be the future professionals but they will also become future parents, friends, and fellow members of a society that educates people to think for themselves and that encourages divergent and critical thinking. We must not forget that some of these future professionals will also be children teachers at various stages of their development; the vast majority of professionals from different scientific areas are prospective parents as well. This idea will generate a diffusion effect since once this way of looking at their potential is integrated by parents and teachers, it will be transmitted to children and therefore allow them to believe more in their skills and to develop in more confident ways which in turn will allow them to become more entrepreneur, innovator, confident and happy adults.

Conclusion

As discussed before, creativity arises as a possibility for improvement in different social and economic levels. By fostering creative skills in young adults, we can make progress in developing initiative, encouraging entrepreneurship and improving human relationships. If we work with the potential that exists in university students considering the impact that they will have as future professionals and members of society, we can begin a path towards global change.

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Danish Teachers 'Understanding of' an International Dimension in the School



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ABSTRACT

Cet article se concentre sur certains des défis difficiles concernant la dimension internationale dans la folkeskole (école danoise) où le niveau et la fréquence d'utilisation de la dimension internationale parmi les enseignants sont très variables.

La dimension internationale est une partie importante de l'enseignement dans la folkeskole, car il est fondamental que les étudiants soient préparés à relever les défis qui font partie d'une société mondialisée.

Il est donc intéressant de noter que le Ministère danois des Enfants et de l'Éducation n'a pas formellement défini la dimension internationale comme une dimension transversale dans la folkeskole. Vu ce problème, j'ai donc entrepris une enquête auprès des enseignants de la folkeskole danoise qui permet d'identifier comment les enseignants intègrent la dimension internationale dans leurs classes et donc avec quelles compétences globales les élèves quittent la folkeskole. L'enquête pourrait révéler l'existence de deux conceptions différentes dans la façon dont les enseignants utilisent la dimension internationale dans l'enseignement à la folkeskole.

Introduction

The Danish Ministry of Children and Education has not yet published a formal set of guidelines specifically on the international dimension within the school system. Without a clear definition of the international dimension as a cross-disciplinary skill within lower secondary education, the international dimension is left open for the individual teacher's interpretation. Thus it is up to the individual teacher to define what it means to include the international dimension in his/her classroom. Consequently the extent to which the international dimension is included in the Danish school system is rather haphazard – and the individual student's achievement of the required competencies

to handle the challenges of a globalised community is equally haphazard.

A total of eight qualitative interviews with teachers were completed in order to examine how the teachers include the international dimension in their classes, and thereby also which globally oriented competencies the students leave school with. In order to sharpen the focus, the investigation was limited to include the subjects of Danish, religion studies, social studies and history. In the interviews I used a broad definition of "the international dimension" so that the teachers' own understanding of the concept would shine through in the interview.

Two Different Teaching Perspectives

The results of the interviews showed two different teaching perspectives on how deliberate and well-considered the inclusion of the international dimension is. One perspective was referred to as implicit teaching, as the teacher included the international dimension spontaneously in relation to the textbook system employed in the scheduled lessons. Implicit teachers say that they work with the international dimension, but they do not make the international dimension part of their planning.

The other perspective was referred to as explicit teaching, as the international dimension was included consciously and intentionally in the planning of lessons.

These two perspectives were investigated further by focusing on the teachers' understanding of the concepts of learning intentions (Hattie, 2012), the authentic teacher (Lauersen, 2004), classroom management (Nordahl, 2010) and teaching form (Lauersen, 2009) in relation to the inclusion of the international dimension.

Implicit Teaching

Within the implicit teaching perspective, the teacher does not specify or communicate any learning intentions related to the international dimension, which makes it difficult for the teachers to guide the students according to learning intentions. The learning intentions are not obvious or clear to the students: They cannot "see" the aim or purpose with the lesson, which then reduces the students' motivation to work with the international dimension.

This type of teacher does not have a personal intention with the international dimension and lets the textbook system determine the lesson planning, which in turn reduces the teacher's personal choice. This makes it harder for the teacher to communicate the idea that he/she believes in and puts the message about the international dimension into practice in the lessons.

The kind of classroom management involved with the implicit teaching requires the teacher to correct the students' understanding and perception of the international dimension and at the same time there is a low degree of student ownership and accountability. This kind of classroom management leaves the students with little, if any, interest in the lesson.

The actual lesson is conducted as a teacher-centred class where the teacher gives a presentation of the subject, which is then followed by a discussion in the classroom.

Explicit Teaching

In contrast to implicit teaching, the explicit teaching perspective includes the international dimension in the lesson plan. This makes it clear to the students what they are supposed to learn from the lesson, which in turn has a positive effect on the students' motivation for working with the international dimension.

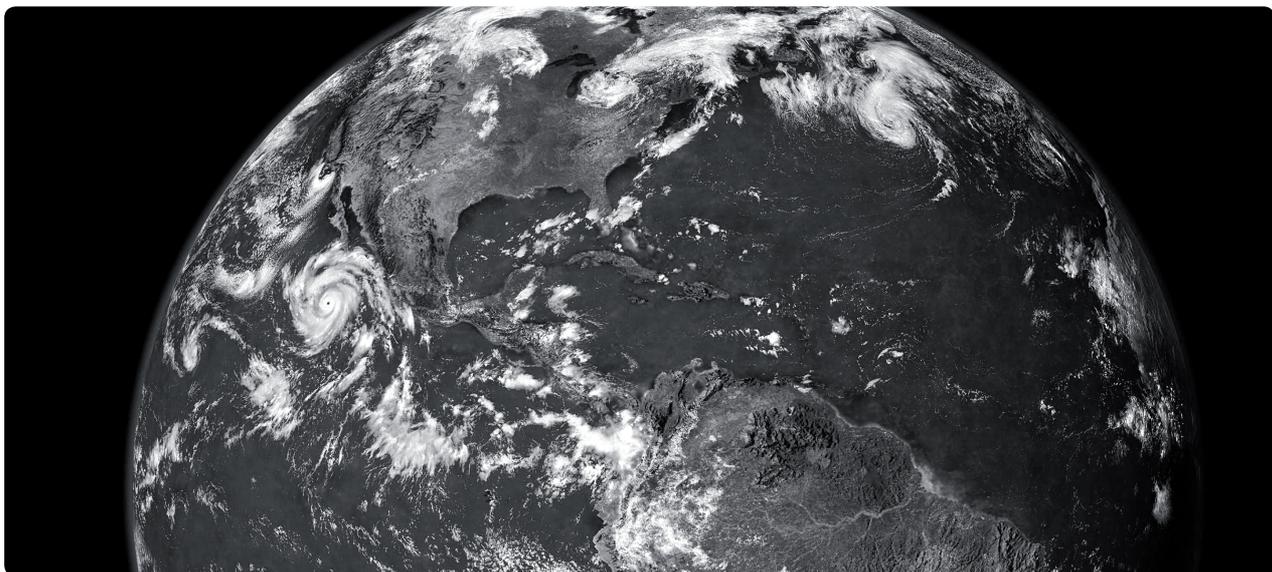
The teachers that opt for explicit teaching are characterized by having a personal intention with the international dimension and are passionate about it. They consider working with an international perspective as a personal trademark, which makes it plausible that they communicate this to the students in a trustworthy and authentic way.

This type of teacher does not seek to collaborate with colleagues at their own schools; instead they will seek out external collaborative partners, such as international coordinators or colleagues from abroad.

The lesson format includes group work, where the teacher starts off by giving the students some basic knowledge of the subject of the lesson. The explicit teaching perspective leads to the teacher performing a visible kind of classroom management, where the teacher actively takes on the responsibility of creating the framework, while leaving room for the students to participate actively through group work. The teacher's role becomes decentralized, and the teacher facilitates and guides by circulating among the groups, helping and guiding each individual group.

Recommendations

According to the existing recommendations (Danmarks Evalueringsinstitut, 2003, Holm-Larsen et al., 2002; Kommunernes Landsforening) increasing the students' learning output in relation to the international dimension requires inter alia that the teachers work explicitly towards specific aims and make these aims visible for the students. Moreover, they recommend that the teachers evaluate each tea-



ching unit in relation to the international dimension, including collaborations with colleagues or external partners.

This thesis adds to the existing recommendations and points out that the teachers should establish clear success criteria for when the learning intentions have been fulfilled. Another recommendation is to experiment with different combinations of various teaching forms based on evaluations of the student learning output in order to identify the most effective teaching style for the students. A final recommendation is to employ the LP Model to strengthen teacher collaborations and include students through ownership and accountability in order to create an effective learning environment.

By following through with these recommendations, teachers relying on the implicit teaching style will probably be able to improve their teaching and student output significantly. The explicit teaching style already contains several elements from the recommendations. This means that the teacher using the implicit teaching style holds a great potential for making their classes more effective by implementing the recommendations, and these teachers should receive information and support. The explicit teacher could be included in collaborative groups and contribute with positive experiences in order to develop strategies for how to teach with an international dimension.

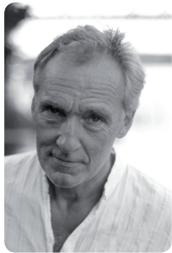
Further Investigation

This investigation relies exclusively on qualitative interviews where the informant's conception of the international dimension – rather than how this dimension has been taught on a practical level – has been brought to the fore. Thus it would be desirable to further explore how interviews and observation might be combined. An investigation drawing on observation would generate insight into the implementation of ideas in the classroom on a practical level. Such investigation would provide a more complete overall impression of how the international dimension is included in the classroom. This would in turn provide a stronger basis for developing specific recommendations to support the development of the international dimension.

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Let Us Take A Walk Talk



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ABSTRACT

L'article "Let Us Take a Walk Talk" concerne les expériences d'enseignement dans le cadre de séminaires avec des étudiants Erasmus. Il met un focus sur les cours liés à la didactique, la pratique ainsi que les séminaires extérieurs.

Par ailleurs, une histoire est brièvement racontée à propos de l'histoire européenne et ce, au travers d'une rencontre entre des étudiants allemands et un tuteur suédois.

When Sweden entered the European Union in 1995 as the 15th Member State, I was recruited to teach at the Teacher Education College at the University of Gävle and I was also asked to take part in the international team. I said yes to this and since then I have been on several projects, exchanges and I have tutored and taught many students from different foreign countries, mostly in courses related to the Swedish School System, Meeting of Cultures and Oral Storytelling.

When I began working with outgoing and incoming students, we had a queue at our university. Many students applied and we asked our prospective teacher colleagues to first write a letter to describe why they were willing to go abroad to study.

We also did the interviews to the applicants in Swedish and English as a way of selection as not all of them could go. Today the situation is different, just a few apply.

Why this has happened has a complex background and, doing a fair guess we could say that the Bologna process which standardized structures and several re-makes of the Swedish teacher education is hampering the Swedish student teachers to go abroad to study. My hope is that this will change, as I have seen that the quality and the qualifying quality of the Erasmus and Comenius work are great and has a good impact on the professional development and thus on the education in the European schools.

Students I have met in international courses and projects since the beginning, back in 1995, have come from countries like Belgium, Norway, Denmark, Finland, Austria, Switzerland, Germany, France, Estonia, Slovenia, Ireland, Greece, Malta, Northern Ireland, Lithuania, Turkey, Kurdistan, Poland, Iraq, Spain, Australia, the USA, Japan and Kenya, and a professional conclusion from all talks and walks and seminars and readings and commenting of papers and Individual Assignments is that school can be good in many ways and optimism towards what kids can achieve is immense. Also, a democratic attitude and intention has been developed over the years.

In the lines below I will offer three examples of what the international encounters have contained. First a discussion of didactic rooms that we, the teachers of the world, are responsible for. After that, a few words about the cooperation between Artevelde Hogeschool in Gent, Belgium and the University of Gävle; and finally some lines about an outdoor seminar with four German students that still has an impact on my thinking and doing.

Didactic Room

When the trainee teachers arrive, mostly in the midst of January, when we have cold winter and a lot of snow, they have already been given a task via the electronic mailing system. They are asked to bring a story from their culture and language and tell it first using their mother tongue and next in English. The stories can be of any kind, as long as the student has chosen it from a background of interest and a good feeling.

After having listened to all the thirty students' stories from Belgium, Spain, France, Germany, Slovenia, Estonia, Turkey and Sweden – a mix of Erasmus students and students in the Comenius project SILVER – we continued with some storytelling exercises around the story of a button. The participants were given a button, they were asked not to show it to anyone else and to prepare a story for the seminar to come. The stories were told on a seminar a few days later, they were of a very high quality but there was not time for all stories on that day, as the talks and discussions around the stories were so strong and were widening the domain of teaching. On the second day, when the last stories were told and talked about, one of the Turkish students asked: - How come that we feel so relaxed telling these stories? We hardly know each other and still we put so much of our personal ideas, experiences and feelings into the stories – and the talks are so constructive. I feel so free not having the rights and wrongs as a yoke on my shoulders.

After that day our central topic for the seminar on educational and learning is-

sues became the question about the rooms we arrange for learning. The question we focused on was: - What room are we in, what didactic room – and what room would we like to be in?

Also, all students referred to school situations where they had been insecure, trying to find out what the teacher was interested of having as an answer, what the classmates thought; and also situations in which they could feel the fear for not being accepted.

We ended up with the next idea: it is desirable that the rooms where we learn and teach are comfortable for everyone. That implies different aspects as we concluded that the complexities, the historical backgrounds and the contexts are very different in the countries we represented. To me, these seminars showed to be determinant as how to work for the future in courses with foreign students and also the Swedish teaching students. Today I always refer to this course (spring 2010) and one of the topics in the courses about the Swedish School System and Meeting of Cultures is to expand and develop the question of the construction and development of didactic rooms. It goes without saying that this has been a successful part of the education and the origin of it is the European Cooperation. Without the Erasmus and the Comenius programme it would not had probably happened.

Questions that have been worked in relation to the issue of didactic rooms are:

- What is your experience of didactic rooms as a pupil? As a student? As a student teacher? In practicing as a teacher? As a teacher?
- Have these rooms you have experienced been optimal for learning? Comfortable?
- How can we work to build didactic rooms where every learner and teacher feel secure and have a good feeling in order to build knowledge and understanding?

Two rooms – a figure developed in seminars during courses at the University of Gävle by Erasmus and Comenius students and their tutor. – What room would you like to be in? Be responsible for?

Room	Room
of fear,	of joy,
of insecurity,	of trust,
of mistrust,	of security,
of feeling uncomfortable	of feeling comfortable,
...	...

Älvboda Friskola

The Independent School of Älvboda (Älvboda friskola) and the Teacher Education school at the University of Artevelde Hogeschool have many years of experience in terms of cooperation when it comes to internship/practice. I was asked by Walter Baeten, my colleague at Artevelde, if student teachers from Artevelde could have practice over a period longer than the two weeks integrated in the courses they attended at the University of Gävle.

The headmaster at Älvboda, Johan Sennerfeldt talked with the teachers at the school and it was accepted, however the grant would only cover the expenses of the two weeks integrated in courses. As the student teachers from Artevelde where in their last year before the final exam, they were asked right from the beginning of the internship, to take almost full responsibility for some lessons, to free their mentors from some of the tasks and make it possible for the mentors to be more active with some of the children with special needs and observation.

Outdoor Seminar

A little more than four years ago, we took a walk from the shore of the Baltic to the end of the Billuden Peninsula. We,

four German students and myself as tutor, walked about twelve kilometers. It was the first week of September and the weather was summery, the sea buckthorn was turning orange, the ospreys beginning to look southwards and we could see flights of birds in the sky. Two topics were prepared to be dealt with during the talk-walk. The first topic the peninsula itself, situated in a national park of high interest, being part of a boulder-ridge: fossils, herbs, trees, biotopes, birds and the human print with the pulp factories.

The second topic was “the suffering of the guilty” through a text by W. G. Sebald (1944-2001) where he refers to a Swedish writer, Stig Dagerman (1923-1954), from the district where we took this walk. I introduced this topic as one of the German students had told in a seminar that he had been addressed with quite hard words for being a German, that is, being looked upon as if he was guilty for the atrocities during the Second World War, despite he was born in the late eighties.

Next I will explain what we talked about the German situation while sitting close to the waves of the Baltic sea with the Eggegrund island on the horizon, eating a sandwich. We talked about the German situation after the end of the Second World War (1939-1945) and how the shadow of it still lies on citizens born two generations later than the atrocities took place.

The Suffering of the Guilty

I had met four German students in their early twenties some months ago in a seminar about the Swedish Education system at the University of Gävle. I felt very comfortable with the five of us and from day one big issues arrived on our agenda, comparing school system and also figures of thought. One day one of the students said something about the Second World War and as I was in the middle of rereading Dagerman’s *German Autumn*, I told the group a little about his journalistic work and more specifically about the articles collected in the volume *German Autumn*. Dagerman was sent to Germany by the newly started newspaper *Expres-*

sen in the fall of 1946 and his ten articles belong to the not too big group of classic Swedish journalism.

The talks with the German students led me to a reference I had scribbled down with almost unreadable letters at the front cover of my Swedish edition of *German Autumn* (Tysk höst). The note said “check Sebald, he wrote something about Tysk höst”, and so I did and I came across Winfried Georg Sebald (1944-2001) *On the Natural History of Destruction, USA: Modern Library, 2004*. Originally this book was published in Germany in 1999, by Hanser, titled *Luftkrieg und Literatur*.

In *On the Natural History of Destruction* Sebald writes about the bombing of 131 German towns and cities by the Allies during the Second World War. A big number of these cities and towns were completely destroyed by the bombs. More than six hundred thousand civilians died as a consequence of the bombings, seven and a half million Germans were left homeless. Sebald wonders why this subject takes up so little in the German cultural memory. The book is compilation of documents of the so discussed lectures Sebald held in Zürich in the fall of 1997.

In the book, Sebald refers to Dagerman twice, in the section titled *Air War and Literature – Zürich Lectures*:

.../ The quasi-natural reflex, engendered by feelings of shame and a wish

to defy the victors, was to keep quiet and look the other way. Stig Dager-

man, reporting from Germany in the autumn of 1946 for the Swedish

newspaper Expressen, writes from Hamburg that on a train at normal speed it took him a quarter of an hour to travel through the lunar

landscape between Hasselbrook and Landwehr, and in all that vast wilderness, perhaps the most horrifying expanse of ruins in the whole of

Europe, he did not see a single living soul. The train, writes Dagerman,

was crammed full, like all trains in Germany, but no one looked out of the

windows, and he was identified as a foreigner himself because he looked

out. (Page 30.) /.../

(Sebald is here quoting Hans Magus Enzensberger (1990) *Europa in Tümmern, Frankfurt am Main, s 203 ff.*)

In pages 37-38 he writes:

.../ Stig Dagerman describes the lives of the cave dwellers in a city in the

Ruhr: the unappetizing meals they concocted from dirty, wrinkled vegetables

and dubious scraps of meat, the cold and hunger that reigned in those

underground caverns, the evil fumes, the water that always stood on the

cellar floors, the coughing children and their battered and sodden shoes.

Dagerman describes schoolrooms in which the broken windowpanes were

replaced by school slates, and where it was so dark that the children could

not read the textbooks in front of them. In Hamburg, says Dagerman, he

talked to one Herr Schumann, a bank clerk then in his third year of living

underground. The white faces of these people, writes Dagerman, were just

like the faces of fish coming up to the surface to snatch a breath of air.

(Stig Dagerman (1988) *German Autumn, London, s 7 ff.*)

I will stop in a while, as I should devote my time to other issues, but as I began to dig I had the need to learn more, and of course, there is more. Let me mention two more references that might help us to question about the suffering of the guilty on the agenda.

Sebald’s work was elaborated upon The Third Occasional Davidson Symposium

on German Studies at Davidson’s College in March 2003. One of the articles is

explicitly going further, putting the articles by Dagerman in the light of what can

be spoken about today, and Sebald opened a window to question about guilt and

revenge. In Denham, Scott, McCulloh, Mark (eds) (2006) *W. G. Sebald: History, Memory,*

Trauma, Berlin/New York: Walter de Gruyter & Co. KG Publishers, we can

read the article Speak no Evil, Write no Evil: In Search of a Usable Language o

Destruction (pages 183-204) by Wilfried Wilms, in this conference Wilms writes about issues described by Dagerman, Sebald and others. Also, it is worth mentioning here, that Dagerman in his articles about war remarks how the war struck Hamburg and other German cities, he learned against the British publisher Victor Gollancz (1893-1967), who questioned, as early as 1945, the violent behavior from the Allies against the defeated Germans.

More of this can be read in *Our Threatened Values* (London, 1946). Here Gollancz describes the conditions the Sudeten German prisoners experienced in a Czech concentration camp:

.../ They live crammed together in shacks without consideration for gender and age ... They ranged in age from 4 to 80. Everyone looked emaciated ... the most shocking sights were the babies ... nearby stood another mother with a shrivelled bundle of skin and bones in her arms ... Two old women lay as if dead on two cots. Only upon closer inspection, did one discover that they were still lightly breathing. They were, like those babies, nearly dead from hunger ... /.../

In German Autumn Dagerman writes:

we have to protect the value of ...'respect for the individual even when the individual has forfeited our sympathy and compassion.....' and thereby to ...'protect the capacity to feel in the face of suffering whether that suffering may be deserved or undeserved.

To show sympathy for those labelled guilty is not easy, but in due time a price for what has been done will be paid.

The meeting between two authors that never met in real life, took place on that peninsula inside and between five European citizens, and partly changed our understanding of history and who we are.

And, walking back along the narrow gravel road where the five of us could not walk abreast in the middle of the narrow peninsula, we agreed that this international cooperation is necessary to get rid of some of our prejudices and learn more about each other, nature, culture and social construct. We even agreed that Enlightenment 2.0 is needed in times of growing conflicts in the world and also in Europe.

Promoting and Supporting Language Development in Multilingual and Multicultural Early Childhood Settings: Findings of the TODDLER Project



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ABSTRACT

Cet article est basé sur le travail développé par l'équipe "Early Language" du projet TODDLER (Towards Opportunities for Disadvantaged and Diverse Learners on the Early-childhood Road), lequel a mis un focus sur l'apprentissage de la langue et le développement du multilinguisme et du multiculturalisme parmi les enfants de moins de trois ans. Les données ont été collectées dans des lieux dédiés à la petite enfance dans huit pays européens qui participaient au projet. Le principal but de recherche de cette partie du projet était d'identifier les attitudes des familles et des praticiens vis-à-vis des différentes langues et cultures, sous-tendant les approches pédagogiques pour gérer la diversité (culture et langue spécifique), autant que des exemples de bonnes pratiques qui améliorent l'apprentissage de la langue et la conscience multiculturelle dans le cadre préscolaire. Deux instruments de collecte des données ont été choisis pour investiguer ces aspects: 1) des questionnaires et 2) des checklists pour l'observation. Les résultats de la recherche ont ensuite été utilisés pour élaborer les modules de cours de formation continuée et de formation initiale. La première partie de cet article décrit un exemple de "bonne pratique" qui démontre une stratégie effective pour soutenir le développement de la conscience multiculturelle et multilingue dans les lieux dédiés à la petite enfance. La seconde partie présente certains critères, lesquels ont été retirés de nos données, pour l'évaluation de l'éducation multiculturelle et multilingue dans ce contexte.

Introduction

Over the past years early childhood settings have become increasingly multilingual and multicultural in many parts of the world, including Europe. Early Years Practitioners (EYPs) are aware of this fact and deal with different nationalities during their everyday work. The EYPs are mostly not bilingual themselves. In order to face this challenge, EYPs need to learn about different activities and interaction strategies to support and promote the development of the L1 as well as additional languages in early childhood settings. This way, children from various social and cultural backgrounds will have similar chances for successful linguistic and cognitive development (Siraj-Blatchford

& Clarke, 2011; Maagerø & Simonsen, 2012).

The TODDLER (Towards Opportunities for Disadvantaged and Diverse Learners on the Early-Childhood Road) aspires to make a contribution to the field. The project brings together experienced teacher trainers from nine European countries to share, develop and examine different approaches of supporting toddlers' learning in early childhood education and care (ECEC) settings. The overall goal of the project is to reduce the number of drop outs from school by offering toddlers from disadvantaged backgrounds an enriched learning environment and better support to parents. The team aims at improving existing methods and developing

material for increased awareness of toddlers' educational needs amongst student teachers/staff and policy makers.

The "Early Language Learning" unit of the project aims at developing professional development resources for EYPs who face the situations described above, and who wish to develop new competencies to stimulate language acquisition and create an effective language learning environment in multilingual and multicultural early childhood settings.

The development of professional development materials is based on research that has been conducted in early childhood settings in nine European countries. Project partners employed ethnographic

research instruments, such as questionnaires and observation checklists, to investigate underlying pedagogical approaches in terms of diversity (culture and language specific), families' attitudes towards different languages and cultures, as well as best practices that enhance language learning and multiculturalism in various early childhood settings. In order to be able to obtain a larger amount of qualitative data, all project partners were also requested to submit a short report of what they consider a "best practice" example from their own countries.

This document describes one of these reports: it is a project entitled "Fairy Tale-Treasure - A Multicultural Project", which was implemented in a crèche in Germany. The focus of the project was on the use of fairy tales to promote multicultural awareness. One of the main aims of the project was to raise children's awareness to the fact that different cultures share similar wishes and dreams, values and beliefs, which are then reflected in the fairy tales they create.

In the following section we first describe the different steps in implementing the project. In the second part we show a storyboard that illustrates those different steps. The article concludes with a summary of criteria for the evaluation of multilingual and multicultural education in early childhood settings, which have been drawn from our research findings.

Fairy Tale-Treasure - A Multicultural Project

The first step taken by the EYPs was to identify the nationalities/cultures represented in the (crèche) group. The second step was to find fairy tales in the ambient culture which share similarities with fairy tales from other cultures represented in the group. This task was accomplished with the help of the parents. One example is "Das tapfere Schneiderlein" in German and "Prinzessin Goldhaar" in French, which share several features, including the same archetypes of characters. For this specific project, the fairy tales "Der Fischer und Seine Frau" (German) and

"The Lucky Fish" (Thai) were chosen because some children in the crèche group had a Thai background.

The project was implemented in two consecutive days. On the first day, the EYPs worked with the German fairy tale. The children were taken into an imaginary journey into the land of the fairy tales and listened to the story. After the first storytelling phase, the EYPs encouraged the children to reflect on the fairy tale together by asking comprehension questions. A special focus was given to the main characters and their names. The children were shown pictures of the main characters and asked to repeat their names. These pictures were then hung on the classroom wall.

On the second day the children were told the Thai fairy tale in the ambient language. The EYPs employed the same storytelling techniques used in the previous day. In the follow-up phase the children were encouraged to reflect on the similarities between the two fairy tales in terms

Storyboard - example

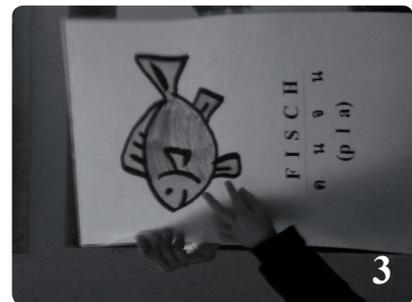
DAY ONE



1- Children 'travel' to the land of fairy tales together with the EYP



2- Children listen to the German fairy tale 'Der Fischer und seine Frau' (The Fisherman and his wife)



3,4- Children see the pictures and repeat the names in German
Fisch & Armer (Fish & Pauper)



5- EYP and children hang the pictures on the wall together

Storyboard - example

DAY TWO



6- Children 'travel' to the land of fairy tales together with the EYP again – using the same method as on day 1.

Remembering the fairy tale 'Der Fischer und seine Frau'



7- Children whose culture hosts the original fairy tale (Thai) receive a special hint.



8- Children listen to the Thai fairy tale 'Der Glücksfisch' (The lucky fish)



9- Repeating the names of the archetypes in German and Thai by looking at the pictures again

*Fisch & Armer
Pla & khon djion
(Fish & Pauper)*



10- The Thai toddler is invited to look at the words in Thai.



11- The pictures are put back onto the wall.

of plot, characters, general message and so on. Since both stories used the same archetypes of characters, the EYPs worked with the same pictures of characters, which had been hung on the wall on the previous day. This time, however, the children were introduced to their names in Thai. After repeating the new words orally, the children were shown the written versions, which were then added to the pictures on the wall.

In this storytelling project, the EYPs acknowledged the multicultural character of the crèche group and used the children's diverse backgrounds to enrich the learning environment. While engaged in fun storytelling activities, the children were encouraged to think about similarities between different cultures and their legends. This represents a change of perspective away from a difference-oriented way to look at Others, which is unfortunately often adopted in many educational settings.

The analysis of the various case studies and "best practice" examples developed in the framework of the project allowed the TODDLER team to develop a set of criteria for the evaluation of multicultural and multilingual education in early childhood settings. In the following section we outline some of these criteria, which are divided into four categories: institution, EYPS, children and parents. As it will be seen, the project described above fulfills at least some of them.

Criteria for the Evaluation of Multilingual and Multicultural Education**The institution:**

- acknowledges, celebrates and reflects the different cultures present in the community (e.g. classrooms have displays e.g. flags, toys, etc...).
- adopts a multicultural curriculum.
- recruits EYPs and support staff who are multilingual
- develops projects focusing on multilingual (ML) and multicultural (ML) issues.
- develops multicultural and multilingual projects that have a long term perspective.

The EYPS:

- have a good degree of awareness about their own language, the language of the children and about language development in general.
- are equipped with resources (time/staff/material/in-service training/money) to support the language development of children from various linguistic and cultural backgrounds.
- use effective scaffolding techniques to support the development of the home language and of additional languages.
- take into account children's previous experiences in the design and implementation of different activities.
- use objects or artefacts that reflect the cultures of the children.
- work closely with parents (e.g. staff members support the parents in choosing appropriate language learning resources to be used at home).

The children:

- are encouraged to use their home languages at school in interaction with other children or even teachers.
- are encouraged to engage with bi- or multilingual materials (e.g. bilingual books).
- are encouraged to use objects and educational resources that reflect their culture.

The parents:

- are allowed to become part of the school community.
- visit the institution regularly to try to understand the children's learning processes, the educational system, the structure of the institution and the expectations of EYPS.
- support the EYP's work at home. (e.g. they use bilingual resources to support their children's language learning)

While this list is not comprehensive, it is intended to highlight important elements that have been identified in our data. It is also important to bear in mind that these evaluation criteria may vary according to the social, political and educational contexts in which EYPs work.

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International Student Collaboration in Geography: Learning by Doing Together



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ABSTRACT

Cet article explore comment la collaboration entre les départements de géographie des universités peut renforcer les compétences pratiques, les compétences de réflexion et les approches innovantes des futurs enseignants dans les domaines de l'interculturalisme, la mondialisation et le civisme, et également faciliter la déconstruction des stéréotypes négatifs à l'égard des personnes, des lieux, des paysages et des enjeux. Ceci a été facilité par un module de géographie américano-européen commun qui a eu lieu en 2012-13 entre la University of Northern Colorado (UNCO), et SPD-Dublin City University. Ils ont collaboré sur des cours basés sur Moodle pour les étudiants facilités par le AAG (Association des géographes américains) - Centre for Global Geography Education. Le module d'identité nationale CGGE examine les caractéristiques géographiques de l'identité nationale et de l'interaction de la culture, la politique, et le lieu. Étudiants UNC et SPD-DCU ont été rejoints dans la dernière partie de ce projet pilote par les étudiants grecs de l'Université de la mer Egée. La méthodologie utilisée dans ce cours pilote est facilement transférable. Dans ce document, les points de vue des étudiants irlandais au module sont analysés.

Introduction

The concepts of identity, place(s), citizenship, positive and negative stereotyping are central themes in education that pose challenges in the teaching and learning processes. Crucial elements in learning are student interest and empathy in the material being taught and the supports being used. The current generation of students are now being classified as 'digital natives' that have grown up with all types of digital media at their disposal and to which they have so called natural and instinctive reactions, unlike previous generations. Hence the themes used concerning places and people through the medium of digital media provided the ideal environment for student self and group discovery learning going beyond simplistic 'us and

them' categorisations.

This was made possible by a shared Geography module that took place in 2012-13 between the University of Northern Colorado (UNCO), and SPD-Dublin City University who collaborated on a Moodle-based course for students facilitated by the AAG's (Association of American Geographers) Centre for Global Geography Education (<http://www.aag.org/cgge>). The CGGE National Identity module examines geographic characteristics of national identity and interplay of culture, politics, and place. UNCO and SPD-DCU students were joined in the latter part of this pilot project by Greek students from the University of the Aegean. Below the viewpoints of the Irish students are analysed mostly in their own

words often reflecting the style, language and approach of communications fostered by the evolving digital media including facebook, twitter and so forth .

Theoretical Background: How are people's national identities connected to places?

As developed by the Centre for Global Geography Education the theoretical background falls into the three categories of conceptual framework, regional case studies and collaborative projects.

The conceptual framework introduces students to some of the key concepts, theories, and analytical approaches in geography. This framework provides students with the background they need to think geographically about global is-

sues. The theoretical and thematic aspects are followed by the regional case studies illustrating how geographic concepts, methods, and technologies can be used to investigate and solve problems in different places and countries. The case studies feature a variety of “spatial thinking” activities and other resources for teaching students how to analyse issues from a geographic perspective. This is enhanced by collaborative projects that use e-learning technologies to connect geography classes in different countries for online learning collaborations and discussions. This CGGE module was developed collaboratively by geographers from different countries (Solem, M., Klein, P., Muñoz-Solari, O., and Ray, W., eds., <http://globalgeography.aag.org>).

Work Focus

- How is nationalism symbolized? The focus here is on Europe.
- How do landscapes represent national identity? The focus here is on Ireland.
- Why are public spaces sometimes contested? The focus here is on the United States.
- How is globalization transforming the borders of national identity?
- Student collaboration: Students collect, compare, and discuss attitudes and data representing national and regional cultural identities.

Practical arrangements

The Moodle-based course hosted by the AAG’s Centre for Global Geography Education, facilitated the collaboration between the three Universities. Despite practical issues including differences in class sizes, such as 60 Irish and 20 US students, small peer groups were created. Their work was monitored with light touch input from the moderators.

The Irish students were broken down into subgroups and then twinned with their American counterparts. This facilitated inter and intra group learning within both large groups in their home university, and between students in Ireland and the USA. Online forums, common material and prompt questions were central to the teaching and learning process.

National Identity Concepts

The module examines the geographic characteristics of national identity and the interplay of culture, politics, and place. The conceptual framework introduces some of the theories and ideas used by geographers to analyze national identity, emphasizing concepts such as nationalism, landscape, and public space. Each case study explores a geographic question about migration in the context of a particular region or country. The module’s collaborative projects offered opportunities for students to discuss the case studies and engage in geographic learning with students at home and abroad.

How did the students find the teaching and learning experience?

Roslyn Arnold (2005) posits what makes outstanding teachers and leaders so effective, and suggests that empathetic intelligence may be the answer. “Empathetic intelligence is a theory of relatedness. It is relevant to person-centred situations and professional contexts such as teaching and learning. It explains some of the salient skills, abilities and attitudes which underpin effectiveness in these contexts - things such as enthusiasm, expertise, capacity to engage, and empathy itself” (pp. 11-12). In this context Arnold explores empathy as a function of mind, brain and feeling, and its relatedness to narrative and imagination. She emphasizes the social usefulness of empathy and organization, especially in developing cultures of learning. This approach encourages teachers and students to reflect in groups or individually on practice and professional relationships. Empathetic intelligence is not the same as emotional intelligence or cognitive intelligence, because it is essentially concerned with the dynamic between thinking and feeling and the ways in which each contributes to the making of meaning. (Arnold, 2005, p. 20)

Keeping Arnold’s perspectives in mind, at the end of the module the Irish students were asked to write about their experience of the module in order to evaluate it and explore enhanced collaboration in this project in future years. Based on quotes from their responses, their answers fell largely into the categories of expectations

and experience.

Concerning their expectations, recurring collocations the students used were: apprehensive, nervous, daunted, uncertain, excited and intrigued. Attitudes evident in the first four categories were due to the innovative approaches to student based blended learning where the onus to engage was on the students themselves, and to be actively involved and responsible individually, and in group work with their fellow Irish students, but also with their American counterparts whom they did not personally know. Most of the students were familiar with the digital media used in the module, including uploading documents, photos and so forth, but in other contexts often of a non-formal educational environment. Nonetheless, many found the prospect of meeting and working with other students virtually in another country exciting and intriguing.

Concerning their learning experience, the results were most satisfying. Unusually, the students were 100% positive about the experience, and repeatedly indicated the ‘enjoyable’ nature of the work. This was enhanced by the fact that they learned a lot and gained insights:

...about own sense of national identity
 ...about transcending stereotypes
 ...about local landscapes

...about different modes of learning

The level of overall student positivity – is reflected here in their own words:

‘Rewarding and insightful experience’

‘A wonderful opportunity’

‘Overall ... happy to have engaged with this activity despite my initial fears’

‘Very meaningful and worthwhile experience’

‘Very stimulating and enjoyable’

‘Overall ... very new and exciting project to be part of ...’

‘An experience I will never forget’

‘I was surprised that I enjoyed the process so much, as at the beginning I hated the thought of undergoing this project’

Concerning the nature of the activity, the students stated:

‘Completely different to anything I had ever done before’

‘A positive diverse experience’

‘Something completely different to conventional assignments’

'Its educational value was extensive'

'I felt that the case studies did a lot to help me with preparing for this task and it was good that they were an interesting read.

'I was surprised at the high level of engagement in the collaboration and the interest in my own posts generated'

Specific Module Structure Components

The specific module structure components included the icebreaker virtual tour, online readings, and forums.

With reference to the icebreaker - Virtual Tour activity at the beginning of the module, significantly the students commented:

'The opening activity of composing a virtual tour of our locality was a lovely way for all members of the forum groups to get to know each other's locality and to see what aspects of their locality are most important to them'

'The virtual tour was very insightful; they showed us their landscapes, cultures and norms. It helped us relate to these students and knowing why things are important to them was essential in our cyber relationships...

Concerning the online readings, here student responses were more reserved, with several stating that the material was good but that it could be enhanced by podcasts and live news material. Of course the challenge here for teaching and learning, and time management, especially in the virtual environment, is for the module proprietors and group moderators to add material with an almost 'live' approach which the digital native student generation have come to expect.

Student attitudes to the forums and online environment were very positive as reflected in their own words:

'I loved the way we could express our opinions in a non-judgemental environment'

'The thing that surprised me most is how involved I got. In the evening time I loved reading the various posts'

'I really enjoyed working with our correspondents in Colorado which was something I was nervous about beforehand. I thought that there wouldn't be a lot of

engagement because we didn't know each other and I didn't think we would have much to say to each other. I was delighted to be proven wrong and found that as we got into it, we had a lot to talk about and their identities mean just as much to them as ours did to us'

'I have never taken part in an online task like this before.... I was doubtful about how talking to students half way across the world would help with our understanding of geography, however having completed the task I fully understand why it was so worthwhile'

'the experience was very personal, and I liked how it was an informal way of learning about the topic'

'... it encouraged us to interact with one another'

'I really enjoyed the experience of participating in forums by asking and answering questions from others and ... the fact that they seemed to be interested in our contributions'

'I was surprised by how well it worked, as everybody got really involved, participated well, and communicated with the international students and each other. The forum allowed for an informal means of learning from peers in an enjoyable, pressure free zone'

'... one thing that definitely surprised me in this experience was how different the American students were to us. They had no qualms or reservations about starting the forums, whereas I was more reserved in the beginning... (but later) I began to enjoy posting my points and discussing different topics'

'The informal style of this assignment made it easier to talk to them, and it became more like talking with old friends than a group of people who had to talk to each other for marks for a course'

'There was a relaxed atmosphere which allowed me to be honest and open in the forum'

'Once people became active I was taken aback by the engagement levels of both groups of students'

'We were open to share all of our beliefs and opinions. The structure of the forum was excellent... that people doing different courses were very open to interaction with us, and people were very enthusias-

tic about the whole experience... There was a very open atmosphere where everyone appreciated learning from people's different experiences and viewpoints.

(Forums) 'allowed for better learning as it gave us an alternative way of learning, away from lectures and normal group work as it was not as formal and it was more enjoyable. It was a unique experience, to be communicating with students on the other side of the world...'

'I really liked that every post in this project was like a conversation with the whole group. It made the entire experience more comfortable and appealing. It felt like we were learning without knowing it'

Learning about National Identity

The conceptual issues and recommended readings related to the study of national identity, including full bibliographical references were provided online (see Solem, M., Klein, P., Muñiz-Solari, O., and Ray, W., eds., <http://globalgeography.aag.org>). Student attitudes are reflected in the following statements.

'I really enjoyed looking at Ireland in different ways'

'Before taking part in this project, I hadn't thought much about how I feel about my national identity. Now I can talk more clearly about it'

'I learned a great deal about my own identity and other countries'

'... an opportunity to see the American's perspective on the Irish nation state and to discuss relevant topics such as migration and national identity'

'... helped me to greatly enhance my understanding and appreciation of national identities in the wider world'

'When I looked at the posts that the international students made, I realised how although they live on the other side of the world, they are similar to us'

'To be honest, I was surprised at how much I enjoyed the whole experience and how interesting it became to read about the views that international students hold on the same issues that we were looking at'

'What most appealed to me was that we were working in collaboration with students like ourselves from different backgrounds and different places, far

away from our homes in Ireland. Listening to other people's opinions and stances on things are important, but being able to get the viewpoints of people who aren't even from the same country, let alone college, had me engaged and interested from the beginning'

Challenging Stereotypes

A basic challenge in teaching and learning is to encourage students to reflect on their commonly held notions and images of places, people and groups in order to avoid oversimplification of some observed or more negatively imagined traits of behaviour or appearance which reinforces negative stereotyping that blocks openness to the acquisition of knowledge and empathy. Recognising one's own stereotyping parameters is a major step in the process of making the unconscious conscious.

Education should empower students to be aware of the beliefs they hold and why they hold them, making it possible for them to decide the relationship they wish to have with their own stereotypes. The issue here is one of choice - whether the individual actually believes in the stereotype, if they wish to modify it, questioning why they hold it, and becoming cognoscente of what makes them believe it; what are the facts or evidence to support such beliefs, and if no logical answer is found then deciding whether to keep the same stereotyping filtering parameters or not, and what the individual can gain or lose by changing these parameters. The essential point here is the individual's necessary higher order questioning and reflection, and responsibility in any societal system as explored in the works of educational philosophers such as Hannah Arendt (Villa, 2000).

In the process of learning by doing and challenging stereotypes, the students had the following comments:

'The project went a long way to dispel my stereotypes'

'It enabled students in Ireland and America to talk to one another and discover each other's culture and identity'

'intriguing to see what people from Greece and America thought defined their national identity, and how it compared to

the stereotype I had of people from these countries'

'What surprised me ... was how narrow-minded I was when it came to other countries (before this project)'

'I now know ... understand that national identity is more complex than I had previously assumed, with both good and bad aspects'

'It showed me that issues, such as racism and judgement when it comes to migration matters, are the same throughout the world, regardless of the country'

'... helped me to address some of my misconceptions about America and gain a deeper understanding into everyday life ...'

'I felt this project opened my eyes, to realise how much my life is affected by globalisation'

'... helped me to gain a deeper appreciation for other cultures that I never had before, until I realised how interconnected we were ...'

'I feel it broadened the horizons of all nationalities involved in the project and gave us the opportunity to understand how people feel about their respective countries...

Empathy: Learning about ourselves via others

In their learning process the students commented:

'Being able to see other people's opinion on national identity, rather than just my own, really enforced the idea of the topic for me. It was also great to be able to interact with people and ask them why they composed their answer and what influenced them to do it.

'The most surprising part... was how much it taught me about Ireland'

'It made me really think about what our national identity is in Ireland'

'The most important aspect... was where I had to educate myself on what I personally identified with in Ireland. The understanding ... was really beneficial to me, as I had never actually thought about these prior to this project. This is important, because in order to understand the identities of other nation states, we must first understand our own...'

'It made me look at my national identity

from a new analytical viewpoint. It was the first time I ever challenged my national identity and took it apart to see what it was comprised of and why'

'I gained a lot from this experience... I never before thought of what made me Irish and having to articulate that to people from another country was both challenging and rewarding ...

'I don't think this project would have worked as well as it did had it not been an international collaborative project. This is due to the fact that it was discussing the features of our national identities with people from other identities which enabled us to learn during the process. It also helped widen my perspective...

'The main thing that I will take from this experience is not that I learned an awful lot about the life of the students living in Colorado, but rather that this project made me realise and look at my own environment in a closer way, a way that I had not previously seen it'

Personal Development / Insight

Core to teaching and learning is personal development and the enhancement of insights. According to the student responses:

'Before my participation in this programme I had a narrow-minded approach to Ireland only looking at the faults and not seeing the benefits of being Irish. Now I have a greater understanding of my national identity and I'm now truly able to answer the question: what does it mean to be Irish?'

'As a BEd (Bachelor of Education) student, I now have the understanding of how important it is to gain knowledge of how others view their state and environments, not only for myself but also for my future pupils'

'From taking part in this experience, I feel that I will have a more open attitude towards new people that I meet and I will take more of an interest in their culture and their upbringing'

'Since this course started I have opened my eyes and every journey I take makes me look at things on numerous levels, from a personal, historical, political and geographical point of view'

'Recently I visited Kilmainham Gaol

(associated with the national liberation struggle in Ireland) for the first time, something I would never be interested in before this course started'

'I hope that I can take what I learned from it and apply it to my own life and my studies of geography in the future'

Conclusions and recommendations for the future

The main recommendations made by the students were that there should be more equal numbers of nationals in each work group – 'with too many Irish participants in comparison to the American students' leading to some imbalances in the communications; that the Greek partner students should be better integrated from the start date of the module, rather than joining at the mid to later stage as happened due to timetabling issues between the three universities; and that more 'live' common materials be integrated such as that on emigrants.

The major recommendations made by the module moderator in Ireland were that on the technical side there could be a separation of the course site and the Moodle platform, as the Irish students were more at ease with Moodle; and greater access given by the Moodle Administrator would facilitate the module moderator. The moderator suggested that more 'time-relevant' data for students would enhance the teaching and learning experience, for instance, greater use of news items and newspaper articles with similar and contrasting stories in the different places and countries.

The module moderator commented on the excellent peer experiences: between the Irish students (inter and intra group(s)), and between them and their American cohorts, and also the opening up between them and the Greek students despite the

limited time spent communicating with the latter group.

Both students and the moderator commented very positively on the icebreaker exercises and the value of them for everyone, as one commented: 'My own story, so to speak' – encompassing both rural and urban narratives, with more urban narratives and perceptions being projected by the American students.

The central theme of identities and stereotyping were explored with much success in a very open manner going beyond the stimulus material offered on the CGGE website. For instance, progressing from the cultural and identity transivities within and between them, this facilitated empathetic intelligence especially in relation to migration, emigration and economic recession issues in Colorado and USA, in Dublin and Ireland and also in Greece. Here students' perceptions of places and scaling of spaces became evident; for instance, the spatial perceptions of the Irish students reflected small scales emphasizing local areas, while their perceptions of Colorado and the USA were composed of huge amorphous areas, leading to over-generalisations about people. Similarly, the Irish students' illustrations of lifestyles were significant reflecting the local more so than the national or international. Linked to this was a salient difference in the Irish students' feelings and concepts of their cultural and identity embeddedness in Ireland, in contrast to their attitudes to some American students who had defined themselves as being Irish American, and other students in the American group in general.

Positive progress in teaching and learning on all levels was made and most surprisingly all of the Irish students commented favourably on this which was most surprising in any form of module

evaluation. Hence this raises the question why this was so. Despite the very slow beginning and reticence in the international dialogues on the online forum, especially on the part of the Irish students, and the later arrival of the Greek students, a threshold was reached and then the meaningful communications 'really took off' as the students commented. Hence national cultural difference came into play here where some cultural groups or individuals may be slower in taking the initiative in introducing themselves and initiating dialogue possibly perceiving this as not being an acceptable cultural norm. Here the Irish students greatly benefitted from the intercultural dialogue socialising processes.

The project was facilitated not only by the group and peer work, but student learning was especially successful due to the non-hierarchical learning processes generated in the open flows of communications. This is also reflected in the confidence building which occurred enhancing the student teacher skills in relation to communicating and writing, and their cognisance of the positive educational uses of social media. Based on the positive attitudes and data gathered from students and modulator, the teaching and learning objectives were achieved.

In assessing the future sustainability of this inter-university geography module work, and related research in the future, joint university student evaluation criteria and forms have to be developed, which will facilitate correlation of data between the institutions. However, here cultural factors will also come into play. With the greater integration of the Greek partners into the project, in future years other European and non-European partners could be integrated.

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How to Use Shakespeare Films in Education to Speak About Values



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ABSTRACT

La dernière décennie du XXI^{ème} siècle a vu une véritable explosion d'adaptations cinématographiques de Shakespeare. Ce grand nombre de films sur ce sujet font réfléchir: quelles sont les raisons de ce si grand succès et comment utiliser les films dans les cours pour parler de sujets auxquels des étudiants s'intéressent vraiment: vrai amour, amitié, relation enfant – parents, foi, tolérance, et aussi des problèmes typiques de la jeunesse contemporaine? Comme plusieurs adaptations de Shakespeare font référence non seulement aux valeurs morales traditionnelles, mais aussi aux soucis les plus urgents dans la culture occidentale – crise des familles, consommation de drogues, déclin urbain, saturation médiatique, violence, etc., ces films apparaissent comme spécialement appropriés aux buts pédagogiques.

Some years ago I was teaching an entrance exam preparatory course at the Language Institute of Pázmány Péter Catholic University, Budapest. In one of the classes devoted to discussing the role of contemporary media we watched Kenneth Branagh's *Henry V* and continued with an invigorating discussion of other Shakespeare films. The occasion was revelatory: first, it was an exceptionally lively session, secondly, I realised how many Shakespeare film adaptations had been made in the 1990s. During that term we watched several other screen versions of Shakespeare and soon I started to do research on Shakespearean filmmaking, to teach elective courses on Shakespeare films, to hold Shakespeare film-clubs – and as they were highly successful – I

continued these activities until 2012, when I changed workplace.

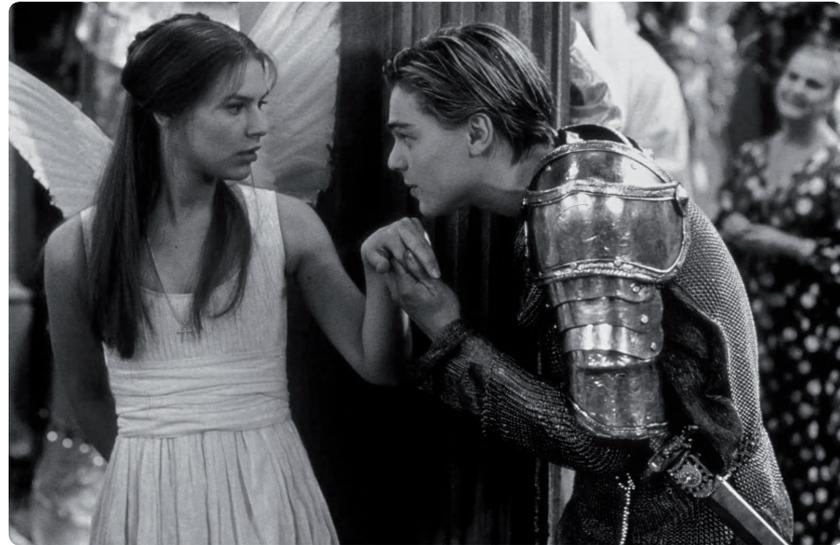
Although interest of filmmakers in Shakespeare has not shown any sign of abating since the 1990s, the last decade of the twentieth century was an exceptional period in Shakespearean filmmaking: it witnessed the greatest explosion of Shakespeare film adaptations in the history of Shakespeare on screen, and offered an amazingly great variety of Shakespeare films covering many different styles and approaches. This incredible abundance and exceptional diversity of Shakespeare films made me wonder how I could use these screen versions of Shakespeare in my seminars to discuss topics emphasizing the importance of certain universal

moral values while also focusing on the anxieties, problems of the contemporary world, and last but not least, being able to raise my students' interest. My aim was not only to enhance my students' knowledge on Shakespeare and Shakespeare films through analysing these films, but also to encourage them to share their thoughts, ideas, experiences on issues such as true love, child-parent relationship, and problems like generation gap, drug consumption, violence, urban blight and media saturation.

A characteristic feature of millennial Shakespearean filmmaking was the emergence of several youth-related Shakespeare films – for example Baz Luhrmann's *William Shakespeare's*

Romeo+Juliet (1996), Lloyd Kaufman's *Tromeo and Juliet* (1996) Gil Junger's *10 Things I hate about You* (1999), Raja Gosnell's *Never Been Kissed* (1999), Michael Almereyda's *Hamlet* (2000), or Tim Blake Nelson's *O* (2001) – so I was in the fortunate situation to be able to use quite a few Shakespeare films targeting young audiences in my seminars. Besides engaging with traditional moral values offered by the plays themselves – either with the aim of homage or with the aim of parody – these screen productions also reflected on some of the most pressing concerns of western culture, so they were especially appropriate for my teaching goals. The flagship adaptation among them was Baz Luhrmann's *William Shakespeare's Romeo+Juliet*, which not only evoked intense critical response and was acclaimed by young audiences as well, but also provoked hot debates among my students. So in this paper I intend to examine some of those exciting aspects of this remarkable screen version of Shakespeare, which were highly inspiring during the seminars.

Luhrmann's spectacular *Romeo+Juliet* is not only a compendium of effective visual flourishes but it also expresses aptly the filmmaker's critical standpoint concerning the condition of the millennial postmodern world. No wonder that the film's fictional venue is a multiracial multicultural global city suffering from economic distress, insecurity, and corruption. Police helicopters patrol the lawless streets to prevent the competing gangs of the Montagues and Capulets from murdering each other. The overdramatised, parodic brawl scene, where violence is taken to an extreme, is an excellent example of Luhrmann's Tarantino-like approach to irrational violence, which I think is one of the main topics of his adaptation. Then let us consider Luhrmann's foregrounding the run-down suburbs of Verona Beach, his presenting 'Sycamore Grove' as a movie-house which has been ruined but for its proscenium (through the arch of which we can see the grubby shore), or Mantua, which is a wasteland where trailer-houses are symbols of permanent hopelessness. All these depressing locations which suggest deterioration and



failure signal Luhrmann's deep concern with urban decay.

Scenes concerning drug consumption have a high degree of wit and invention as well: Queen Mab becomes a hallucinogenic pill on Mercutio's forefinger, and the apothecary scene is effectively staged as a drug deal. When Father Lawrence first appears with a crucifix tattoo on his back, the scene is undoubtedly 'kinky': he is peeling away at a 'cream-oozing bud' while two 'sweet-faced' choir boys behind him are watching his strange drug distillation.

Against this depressing background are set the young lovers– Romeo and Juliet– who try to resist the corrupt values of the adult world but finally fall victim of it. Luhrmann describes his young protagonists as misunderstood young idealists, who can't find their place in the soulless, uncaring society, and he blames the older generation for the tragedies of the rebellious young lovers. He successfully updates the conflict between the young lovers and their parents to present contemporary familial crisis. The Capulets and Montagues are tired and distant, they are stereotypically out of touch with their children. Juliet's father, Ted Capulet, is a typical Sicilian maffiozo drinking scotch all the time. Her mother is a shallow and vain woman, who cares only about glitzy dresses and parties, and has no time for

her daughter. Romeo's father is also unable to communicate with his son. After the brawl scene, when Romeo is sitting alone on the beach, he watches his son gloomily out of the window of his car, but doesn't go up to him to discuss the future. The film's bleak, reductive ending also gives a tangible presentation of the media-besotted, sensation-crazed millennial culture: Romeo and Juliet's corpses are loaded into an ambulance, and these last moments are newscast on TV: a bland newsreader recites the closing words of the epilogue. Romeo and Juliet's death becomes only another news item, it is reduced, commodified, turned into televised spectacle.

In Luhrmann's adaptation the energy of violence is much more emphasized than the energy of love. The romantic, idyllic scenes, for example, are often intruded by the sudden attacks of violence: When in her epithalamium (III.2.), Juliet calls on the night to bring her Romeo, her yearning face is suddenly replaced by Romeo's bloody and aggressive face as he is chasing Tybalt in his car. In the morning scene (III.5.) the camera shows the young lovers in bed then suddenly intercuts to Tybalt's bullet-riddled body, and Romeo wakes up in terror. The lovers are contrasted to the wild, Tarantino-style world of violence surrounding them, that is why their purity – which is reflected in the simplicity of their dress and in their

constant association with water (pure and transparent) – is much more emphasized than their passion. This kind of presentation of their love suggests that Romeo and Juliet's love cannot offer an effective contrast to the squalid, frenetic seedy world that surrounds them, and the double suicide – which is followed by Wagner's "Liebestod" from *Tristan and Isolde* connecting the young lovers to a mythic past – only emphasizes that they have no place in this world.

By confronting the social realities and the media modes of the millennial postmodern society, Luhrmann's *Romeo+Juliet*, I think, goes beyond being merely a popular teen film with a soundtrack mix of modern music and hip-youth lead actors. It foregrounds disturbing problems we also have to face at the beginning of the 21st century, and calls our attention to the importance of the pedagogues' responsibility for future generations. Consequently, I believe that by analyzing, discussing such youth-related screen versions of Shakespeare we can develop not only our students' communication skills to a great extent, but we can contribute to their personality development as well. Discussions on these films are suitable sites for students to formulate their personal opinion about important values, to seek answers to problems and also to develop competences such as the ability to co-operate, to respect other persons' opinion. While analysing these screen products, they can be encouraged

to reflect on such areas as prevention of violence and drug consumption, we can promote issues such as environmental awareness and critical, responsible use of the media environment, and last but not least we have the chance to emphasise the priority of human relationships.

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Norwegian Kindergarten From the Perspective of a Middle European Student



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ABSTRACT

Cette année j'ai participé à un programme d'études ERASMUS en Norvège. Comme étudiante internationale, j'ai rencontré beaucoup de cultures en même temps. Plus je pouvais en apprendre de la culture norvégienne, plus j'étais enthousiaste. C'est pourquoi j'ai été très heureuse d'avoir durant mon séjour en Norvège, l'unique opportunité de passer vingt jours dans une école maternelle locale. Dans mon pays d'origine je ne faisais pas de travail pratique dans les écoles maternelles et je travaillais dans des organisations sans but lucratif prenant en charge des petits groupes d'enfants avec des difficultés; ainsi j'étais très curieuse de voir comment la Norvège gérait le problème sans-fin de l'intégration et de l'amélioration de l'éducation préscolaire. Après vingt jours à l'école maternelle à Stavanger, je suis rentrée à la maison avec à l'esprit beaucoup de nouvelles méthodes, d'habitudes et de procédures. Pour moi, toutes ces expériences ont été très neuves, instructives et parfois même bizarres.

This year I have participated in an ERASMUS study programme in Norway. As an international student I met many cultures at the same time. The more I got to know the Norwegian one, the more I was excited. This is why I was very happy, because during my stay in Norway I had a unique opportunity to spend twenty days in a local kindergarten. In my home country I did lots of practical work in kindergartens and I worked in non-profit organisations taking care of small children with disabilities, so I was very curious about the way Norway handles a never-ending problem with inclusion and improvement of pre-school education. After twenty days in a kindergarten in Stavanger I went back home with many new methods, habits and procedures on my mind. For me, a Middle European, all these experiences were very new, instructive and sometimes even weird.

Education in Middle Europe

I come from the Czech Republic, one of the countries in the border of Mid and Eastern Europe, one of the countries which were struggling against communism for more than forty years. As well as in Slovakia or Poland, the education system is still in the age of improvement and development and we still have a lot to learn. Children usually enter the kindergarten in these countries at the age of three. Before this age, mothers are usually at home with them. The feeling I have from Czech kindergartens is a sense of order, safety and preparation for school. Of course, there is a big emphasis on child's feelings, imagination development and so on.

During my studies in Norway, I got to know a little bit about the Norwegian education system in general. If I should

compare it with my own country, the educational system in the Czech Republic is more suppressive, based on order and unfortunately, the equality is still not on the level we would like to have.

First hours with Norwegian children

My first steps in the Norwegian kindergarten were in a spirit of trying not to slip on one of the toys that were strewn on the floor. When I entered the classroom I was thinking about how someone can be educated at such an early age and in such a mess. After a few minutes I did not know anything about any mess or toys on the floor because I was just so excited about the atmosphere in the classroom. It is true that Norwegian kindergartens are a little bit messy and architectonically and functionally arranged in a completely different way than kindergartens in the

Czech Republic, Slovakia or Poland. But for example, in my opinion, the fact that they do not cling anxiously on the order in the classroom, gives children more stimulus in real time and teachers have more time to devote to children.

One of my next thoughts was about the teachers I saw there. First, the amount of teachers was too high compared to what I was used to. Normally, in Middle/Eastern European kindergartens there are two or three teachers every twenty, twenty-five children, but here, there were three or four teachers in a classroom of nineteen children. This provides the teachers much more time and space to take care of children. The second fact I realised later about teachers in Norwegian kindergartens is that the level of their education is in some cases much lower than in my country in terms on qualifications. As the headmaster told me, if you can speak and write Norwegian and if you have at least some education or experiences based on teaching, you can be accepted as a teaching assistant and then you can take some more courses to improve your education level. I guess this is a very rare process that gives a chance to almost everyone to work in education.

Getting used to

During the first days in the Norwegian kindergarten I was mainly sitting around and observing some usual habits and methods of the kindergarten and the behaviour of teachers and children as well. Of course, it was not so easy if you imagine that I did not understand a word said in the classroom and children were always trying to play with me and asking some questions.

One of the most visible things I realised during these observation days was the fact that every classroom has its own kitchen, available for teachers to prepare lunch and snacks for children. I was very surprised by the fact that children in Norway are not used to eat a warm lunch. In Middle Europe a hot lunch is a very important meal during the day.

Beside these small, almost cosmetic differences I was getting used to other differences, especially in the way of teaching. For example, in this kindergarten, teachers did not teach children to say "please" when they need something, which is unthinkable in my country. On the other hand, children at the age of two or three were more independent and self-sufficient than some Czech children at the age of six.

Very practical matters

As I mentioned before, one of the biggest differences between Norwegian and Czech kindergarten is the age children enter them. This matter is very important and it is possible to make a huge discussion including lay people and pedagogues. In Middle Europe there is mainly a traditional opinion that mother should be together with her child during the early childhood, especially because of behaviour development and the connection between them. This is why the Norwegian solution -supporting mothers in going back to work quite early after giving birth (mostly when children are around one year old)- can seem a little bit cruel. But before we think about it this way, it is good to know, that this solution is quite usual in other parts of Europe as well, and the early intervention of a child in a group of other children can help them in behaviour and social development.

Another thing that in my opinion deserves more discussion is the fact that many children do not usually sleep in the kindergarten during the day. Whether a child sleeps or not, falls on the parents, but unfortunately in many cases it does not match with the actual needs of the child. During my stay in the Norwegian kindergarten many times I saw teachers waking up very tired and sleepy children, just because their parents said that their children should not sleep after lunch.

Summary

As I mentioned before, there are many differences between Czech and Norwegian kindergartens and what is normal in Middle Europe is not very usual in Scandinavia and conversely. Norwegian kindergartens are, in my eyes, very well equipped, variable, consistently and cleverly conceived.

In my opinion, both sides of Europe have something to offer to the other side and if we further discuss and compare, we can teach each other how to solve many problems.



Outdoor Education: an International Experience in Stavanger, Norway



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ABSTRACT

Dans le réseau de l'Association Comenius, nous encourageons les membres du personnel à participer à des projets de mobilités spécifiquement destinés aux staffs, comme par exemple une semaine internationale. Hilde Van Oeteren, professeur à Thomas More Mechelen a participé à la semaine internationale organisée par l'Université de Stavanger parce qu'elle était vraiment intéressée par le sujet de la semaine: "Outdoor Education". Son apport comme professeur était de réaliser pendant cette semaine la séance réflexive pour les étudiants participants et elle était heureuse de partager une certaine expertise pour ce genre d'activité avec une autre collègue de Belgique. Dans cet article, elle partage certaines de ses impressions avec vous.

When I heard the news that I could participate in the International Week in Stavanger on the theme "outdoor education", I was very excited. I knew that in most Scandinavian countries there is a different view on teaching and education and the element "outdoor" really appealed to me.

The weekly program sounded promising. Since there was also a task for me, the tension began to rise a bit! Will my English be good enough? Will the session I was to lead be meaningful? Will I find my way in Stavanger?

Once I arrived, I realized my concerns were premature. Stavanger is a compact city with an extensive bus network, with very friendly and helpful people and a

peaceful atmosphere. The university is very easily accessible. Since I arrived on Sunday and the International Week started on Monday, I had a whole afternoon to explore the city, which was very worthwhile!

We were warmly welcomed by Ms Monika Röthle. I met the students from Thomas More (my own institution), who are here on Erasmus and other students who, like me, only participated in this International Week (as a taste for the Erasmus project, for next academic year). Colleagues from Karel De Grote School (another university from my country J) were also here and we built rapport immediately. Let me share some of my impressions on the activities with you...

Outdoor activity in the forest

After an initiation on "How to Dress Properly in a cold country like Norway", we started a long walk to the forest doing all kinds of activities, like the ones they do in Norway with children: a ropes-course, making soup in an open campfire, climbing trees, doing a search game, ... in short : enjoy the outdoors, which in Norway is essential in the education of children! And we did enjoy it! We got incredibly lucky with the weather and there was a wonderful atmosphere .

The outdoor walk was connected to sessions that gave us some background on Natural Science Activities and on the What? How? Why? of Outdoor Educa-

tion and the potential risks of playing outside. Both very interesting. As a teacher and educator, it made me think that the contrast between us and Norway is still very large. Especially the session on the meaning of outdoor education, the philosophy behind it and the possible risks that it entails, captivated everyone. This is miles away from our experience and the mentality of students from other European countries. There, many examples initiated discussions on pros and cons and on the feasibility of outdoor education.

Basically, it was a very enriching session. We all saw a lot of positive elements in this outdoor education and many students were excited to take the ideas to their homeland!

School visit

In small groups we visited kindergartens (a cozy house with kitchen, cuddle, sitting, climbing walls, tables, ...), Naturskolen, barnehagen, ..., an unforgettable morning. We went with 10 children and 2 supervisors to the forest. Packed and ready with cushions and food, well wrapped up in a ski suit, these toddlers took their backpack to the lavo. This is a teepee in the middle of the woods, set up by parents and equipped with benches and a pit for a campfire. Everywhere, we saw ropes, stretched nets, rocks, caves and holes, a dream playground for every child! Upon arrival the children put their backpack in the lavo and spread directly into the woods to climb, gathering wood, rocking in the nets, hanging on ropes or just quietly enjoy. Meanwhile the supervisors make a campfire and the most tasteful chili con carne .

In the forest there is no a fence to be



seen, children are completely free and not once does a child ask for help nor is there a fight. After the delicious lunch, bow and arrow are brought out and some brave toddlers are patiently practicing the technique of shooting, totally independently and so carefree.

The rule in many kindergartens is: 4 hours per day you're outside with the kids, rain or shine. The smallest infants are wrapped in blankets, as long as the temperature does not drop below -10° they are put outside to sleep! Wonderful to see!

Everybody in our group is enthusiastic about the experience of the morning: although all students visited other schools, the experience and wonder are similar: an unforgettable day and definitely something to think about.

Leading a session as part of my teaching assignment

Together with my colleagues from KDG we prepared a session that focused on reflection.

The idea was that the students reflect and discuss about the previous day experience in the different schools. We did this in a creative way and there were wonderful things to see! Everyone agreed that it might not be possible for all and everywhere being outside so much with the kids at school, but for us it is a challenge to think about.

Some students also gave a mini-session on the education in primary and secondary school in Norway. We all agree: it was educational, enriching, and in some aspects a true revelation!



Things I will remember as special in the Norwegian school system

- Each day you stay for four hours outside with the kids, rain or shine.
- The Norwegian schools give inclusive education. Up to 16 years, pupils follow all the same training. After that they choose which direction they wish to take as a student.
- In the primary school, all classes have 2 teachers and the possibility to go to a small classroom / hallway to sit separately with some pupils if necessary.
- From 6 years on all Norwegian schools children learn English.
- Up to 12 years, children of other origins are also taught in their mother tongue.
- There is not one religion taught, but attention is paid to all kind of religions.



Erasmus IP: From Exercising to Exploring



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ABSTRACT

Dans cet article, je parle du Programme Intensif Erasmus: « From exercising to exploring » pour enseignants et étudiants en République Tchèque en mars 2013. L'objectif principal de ce Programme intensif était d'en apprendre davantage sur les approches pratique, créative et esthétique de base pour l'enseignement en vue de rendre l'apprentissage à la fois joyeux et effectif, et par conséquent améliorer les résultats d'apprentissage pour tous les étudiants de l'école.

Early morning, Sunday 3th of March, five enthusiastic initial student teachers, a teacher educator colleague in drama and me, all from University of Stavanger, boarded the flight and started the travel that were to take us to University of Hradec Kralove in Check rep. At the same time similar groups of students and teachers from Belgium, Denmark and Romania headed towards Hradec Kralove to meet up with all the 25 teacher students and their teachers to start their two weeks journey through explorative teaching methods.

I was really looking forward to experience an Erasmus IP course for my very first time and not at least to cooperate with the other European teachers to

realize our planning for the course. The rationale for the IP course was funded in a socio-cultural perspective on knowing and in teacher students need to learn more about practical, creative and aesthetic based approaches to teaching and learning with the aim to make learning both joyful and effective, and consequently improve the learning outcomes, for all students in school. And further on an important aim was to work in an international setting where we all had to practice English to communicate, to learn to know each other and have success in the mixed country group work.

The very first day, was consequently about getting to know each other and the city of Hradec Kralove by introduction

activities, sightseeing, all having lunch together in a big room smiling, laughing and shouting to each other across a big table to be seen and heard and some even doing pocket movie documentation for presentation in the afternoon.

Through the first part of the course the students were introduced to and explored five different practical based and creative methods. Then in the last part they planned a class session, tried it out on their fellow students before they taught the program in a lower secondary class. The five explorative and creative approaches were taught one whole day each to give the student teachers enough time to experience and work in different cross country groups to both explore their own learning

process and to reflect upon how each specific method could be realized in their teaching subject. The five approaches were:

Cartoon: How to use cartoon to work with misconceptions in natural science and math?

Drama: How to use games, role modeling, freeze frames, improvisation and teacher in role to explore a topic/ theme?

Games: How to use games in language teaching?

Movie: How to use pocket movie to tell a story?

Lego robot: How to use Lego robot technology to learn simple programming?

It was very inspiring to join in and watch the student teachers' engagement in the learning process. They were so eager to learn, to communicate with each other and to solve teaching problems that were presented for the groups. And they were for sure challenge! I will give you some examples. When working with cartoons the groups made their own misconception cartoon about a chosen topic and then they had to test this out on people out in town, videotape it and present the result for all of us in the afternoon. To succeed in drama the students had to negotiate and improvise a lot and in the end be willing to interact spontaneously with the teacher in role to solve problems young ones may have in their free time activity. There were further on several cross over between the methods, as when the last pocket movie assignment was presented in the frame of the Oscar reward. We all got entrance tickets, watched the movies and then had to vote (secretly) before the winner was announced and got the big golden reward.

Teachers and students got a lot of new joyful learning experiences, and the students looked forward to try some of these in real teaching in a lower secondary school, even though some were a bit worried to teach in English. But after having visited the school, presented themselves to the students and managed to create

some interaction with them, they all worked hard to develop an interesting and creative one hour teaching process plan. And they did succeed. The lower secondary teachers in the class we visited liked the "new" methods a lot, but said that due to a big syllabus they normally did traditional teaching without any physical or creative group approaches. The lower secondary students liked it a lot and said it was so nice and interesting to experience something totally different from their ordinary teaching, even though some of the secondary students found talking English a bit difficult.

Which methods did the student teachers use? It seems like two of the approaches, cartoon for discussing and clarifying misconception and the simplest drama activity for exploring different attitudes to a topic, were the easiest to transfer rather immediately to own praxis teaching. One important reason for this could be that the students only had one hour teaching time, and it is not possible to do neither pocket movie nor Lego robot in an hour. In addition no special equipment was needed, since the cartoons were made ahead and drama is a bodily-mentally here and now learning activity. Further on the teacher students praised these two chosen methods a lot and drama the highest. I joined the whole program, and it seemed like the teacher student experienced a very balanced degree between being challenged and mastering in the cartoon and drama approaches. In other words the teachers had created successfully one day programs. For sure the students was engaged in the three other approaches, but some were disappointed that the game approach was not about using fabricated games in a new and creative way. All seemed to enjoy the pocket movie approach and worked hard to make really interesting short movies on different topics. But some felt they had too little time for the last Oscar reward movie and we were all frustrated when the technical support every now and then failed. As I observed and experienced it, the Lego robot approach was the most demanding for the students since they had to learn to use programming to make the robot move in given patterns. Some

students in each group engaged totally in the work, others simply dropped out and was mainly looking on the others. But all joined into the last presentation were one group had programmed a perfect pocket parking for their robot, while others were screaming and laughing when the robot did totally opposite of the planned programming. Some students argued that the problem with the implementation of the two technical approaches in school are that they need special equipment, like pocket movie cameras and Lego robots, and the school economies, while other said the problem is teachers' lack of competences as well.

Drama was as already said, highly evaluated between the students. Some said they had changed their mind about drama; they now experienced it joyful, interesting and challenging. Some even asked if it was possible to come to Stavanger to study drama. I said: may be?

Coming home I realized the answer is YES! University of Stavanger has for some years worked to change one of 30 ECTS drama courses into an international drama study. This fulltime half year study on Drama and intercultural communication will be offered for the first time during spring 2014. The target group for this programme is students who have previously completed a minimum of one year (60 ECTS) of study in higher education. Students from teacher education, aesthetic or communication programmes will be given priority. All course literature and language of instruction will be in English. The University of Stavanger does not charge tuition fees, but all students are required to pay a small registration fee. More information is given at other pages in this Comenius journal 2013. So if you know anyone who would like to come to Stavanger to learn a drama based explorative approach to teaching and learning, please forward info and tell them about our study on Drama and intercultural communication.

To conclude my essay: What did I learn at this Erasmus IP at Hradec Kralove? I learnt that it is exciting and challenging to join an Erasmus IP course! The biggest outcome for me was that we all managed to communicate, socialize and that I got new insight into possibilities and problems for the five practical, creative and aesthetic based approaches to teaching and learning.



Group games for language learning



Lego robot programming challenges



Lego robot programming success!

Announcements and Upcoming Events

INTERNATIONAL WEEKS

2 - 6 December 2013

**Karel de Grote Hogeschool,
Antwerpen**

27 - 31 January 2014

**Institute Catholique de Paris,
Paris**

3 - 7 February 2014

**Haute Ecole Léonard de Vinci,
Louvain-la-Neuve**

24 - 28 February 2014

**Haute Ecole Libre Mosane,
Helmo**

3 - 7 March 2014

**Universidad Católica de Valencia
San Vicente Mártir, Valencia**

10 - 14 March 2014

**Universitatea de Vest din
Timisoara, Timisoara**

24 - 28 March 2014

**Escuni-Escuela Universitaria de
Magisterio, Madrid**

24 - 28 March 2014

**Blanquerna-Universitat Ramón
Llull, Barcelona**

24 - 28 March 2014

**Thomas More University College,
Mechelen**

31 March - 4 April 2014

**Haute Ecole Namur-Liège-
Luxembourg, Namur**

31 March - 4 April 2014

**Instituto Politécnico de Santarém,
Santarém**

7 - 11 April 2014

**University College South
Denmark, Haderslev**

7 - 11 April 2014 (tbc)

**Pädagogische Hochschule
Schwäbisch Gmünd, Schwäbisch
Gmünd.**

Special topic: Europe at School

INTENSIVE PROGRAMMES

Generation Y: why, what for and how building intergenerational “e-culture” in european schools (2nd edition)

Coordination: Haute École Libre Mosane (Liège)
 Dates: from 9 to 22 March 2014
 Place: Liège - Belgique
 Contact: Martine Wilmots, International Coordinator
 m.wilmots@helmo.be

Early Years: Discovering, Learning and Creating with All Senses (3d edition)

Coordination: Haute École Namur - Liège - Luxembourg (HENALLUX)
 Dates: from 16 to 28 March 2014
 Place: Esbjerg, Denmark
 Web: www.youngdiscoverers-ip.henallux.be
 Contact: Chantal Muller, International Coordinator
 chantal.muller110@gmail.com

Soundshaping: using music and sound to develop children’s creative, innovative and communicative skills at primary school (2nd edition)

Coordination: Haute École Libre Mosane (Liège)
 Dates: from 23 March to 5 April 2014
 Place: Liège - Belgique
 Contact: Martine Wilmots, International Coordinator
 m.wilmots@helmo.be

“Which children shall we leave to the planet?” Train the teachers to Environmental Economy to inspire their practises in Education to Sustainable Development (1st edition)

Coordination: Haute École Léonard de Vinci (Bruxelles)
 Dates: from 17 to 29 March 2014
 Place: Louvain-la-Neuve - Belgique
 Contact: Geneviève Laloy, International Coordinator
 glaloy@polyson.com

Competences for Collaboration and Knowledge Sharing in Digital Society (2nd edition)

Coordination: Instituto Politécnico de Santarém - Escola Superior de Educação de Santarém
 Dates: to confirm
 Place: Santarém - Portugal
 Contact: George Camacho, International Coordinator
 george.camacho@ese.ipsantarem.pt

MEETINGS

Ethical Issues Seminar

Spring semester
 Haute Ecole Léonard de Vinci, Louvain-la-Neuve, Belgium.
 For more information:
<http://www.glaloyepolyson.com>

SPRING MEETING

13/5 – 16/5, 2014
 Klingenthal-France

AUTUM MEETING

29/09 – 03/10, 2014
 Lausanne -Switzerland
 Topic: Inclusion

COURSES & SEMINARS IN THE PICTURE

Drama and Intercultural Communication

Spring semester
 University of Stavanger, Norway
 For more information:
http://www.uis.no/studies/study-courses/?code=GLU0083_1&name=Drama%20and%20cultural%20communication&parentcat=10739

**COURSES &
SEMINARS IN THE
PICTURE**

THOMAS
MORE

IMAGINING PLAYGROUNDS: The playground as physical space and pedagogical place

19.03.2014 – 22.03.2014

CONTENT

During a three day seminar we want to collect, discuss and recontextualize European perspectives on school playgrounds in Early Childhood and Primary Education. Some central topics:

- Playground and play
- Playground and well-being
- Playground and child participation
- Playground and parental participation
- Playground as learning environment
- Playground as 'free' time or learning time

Besides discussion rounds and zoom-sessions we will visit playgrounds and take time for a cultural excursion...

TARGET GROUP

- Early childhood and primary education teacher trainers
- Pedagogues, outdoor education experts and lecturers with interest in playgrounds, free play and outdoor play

PRACTICAL INFORMATION

The seminar will be held at Thomas More University College Mechelen, Belgium. The program, registration document and information concerning accommodation will be send via mail to our partner institutes during October 2013.

Attendance will be possible under Erasmus STA or STT. The registration fee is 50 euro.

For questions concerning the content of the seminar, please contact Bernadette.Vanmalderen@thomasmore.be or Werner.Verbruggen@thomasmore.be. For practical information, Lia.Frederickx@thomasmore.be or Piet.Tutenel@thomasmore.be



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Partner Institutions

Austria

Kirchliche Pädagogische Hochschule in
Wien
www.kphvie.at

Belgium

Arteveldehogeschool
www.arteveldehs.be

Haute Ecole Léonard de Vinci - Catégorie
Pédagogique
www.vinci.be

Ecole Normale Catholique du Brabant
Wallon
www.encbw.be

Institut Parnasse Deux Alice
www.parnasse-deuxalice.edu

Haute Ecole de Namur Departement Pé-
dagogique
www.henam.be

Haute Ecole Libre Mosane, HELMO
www.helmo.be

Karel de Grote Hogeschool
www.kdg.be

Thomas More University College
www.thomasmore.be

Czech Republic

University of Hradec Králové
www.uhk.cz

Denmark

University College South Denmark
www.ucsyd.dk

Estonia

Tallinn University Haapsalu College
www.hk.tlu.ee

France

Institut Catholique de Paris
www.icp.fr

ISFEC Emmanuel Mounier
www.cfpmounier.net

Germany

Pädagogische Hochschule Schwäbisch
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www.ph-gmuend.de

Hungary

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www.avkf.hu

Ireland

Saint Patrick's College
www.spd.dcu.ie

The Netherlands

Inholland University School of Education
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www.inholland.nl

Norway

University of Stavanger
www.uis.no

Portugal

Instituto Politécnico de Santarém
Escola Superior de Educação de Santa-
rém
www.esesantarem.pt

Romania

Universitatea de Vest din Timisoara
www.uvt.ro

Spain

Centro Superior de Estudios Universita-
rios La Salle
www.eulasalle.com

Escuni - Escuela
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www.escuni.com

Universidad Católica de
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Spain

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Sweden

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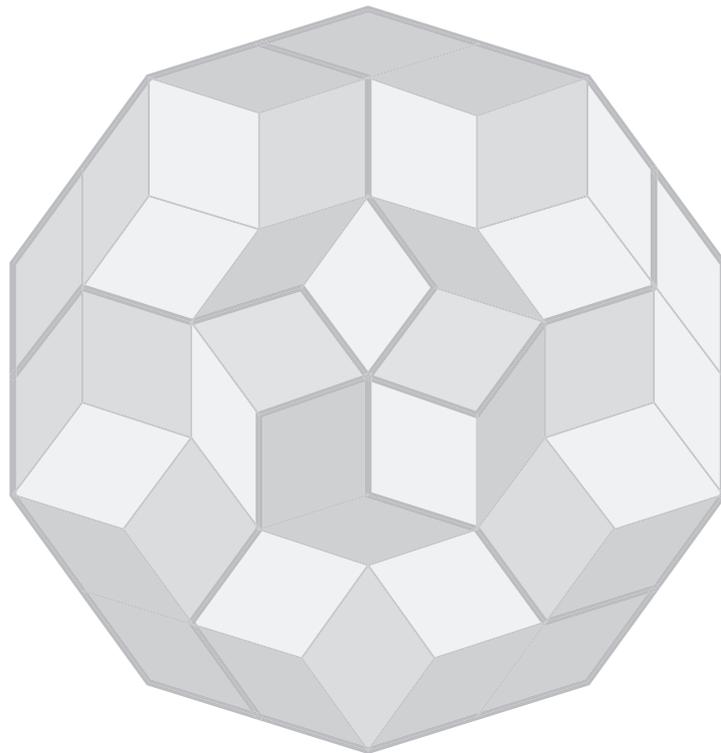
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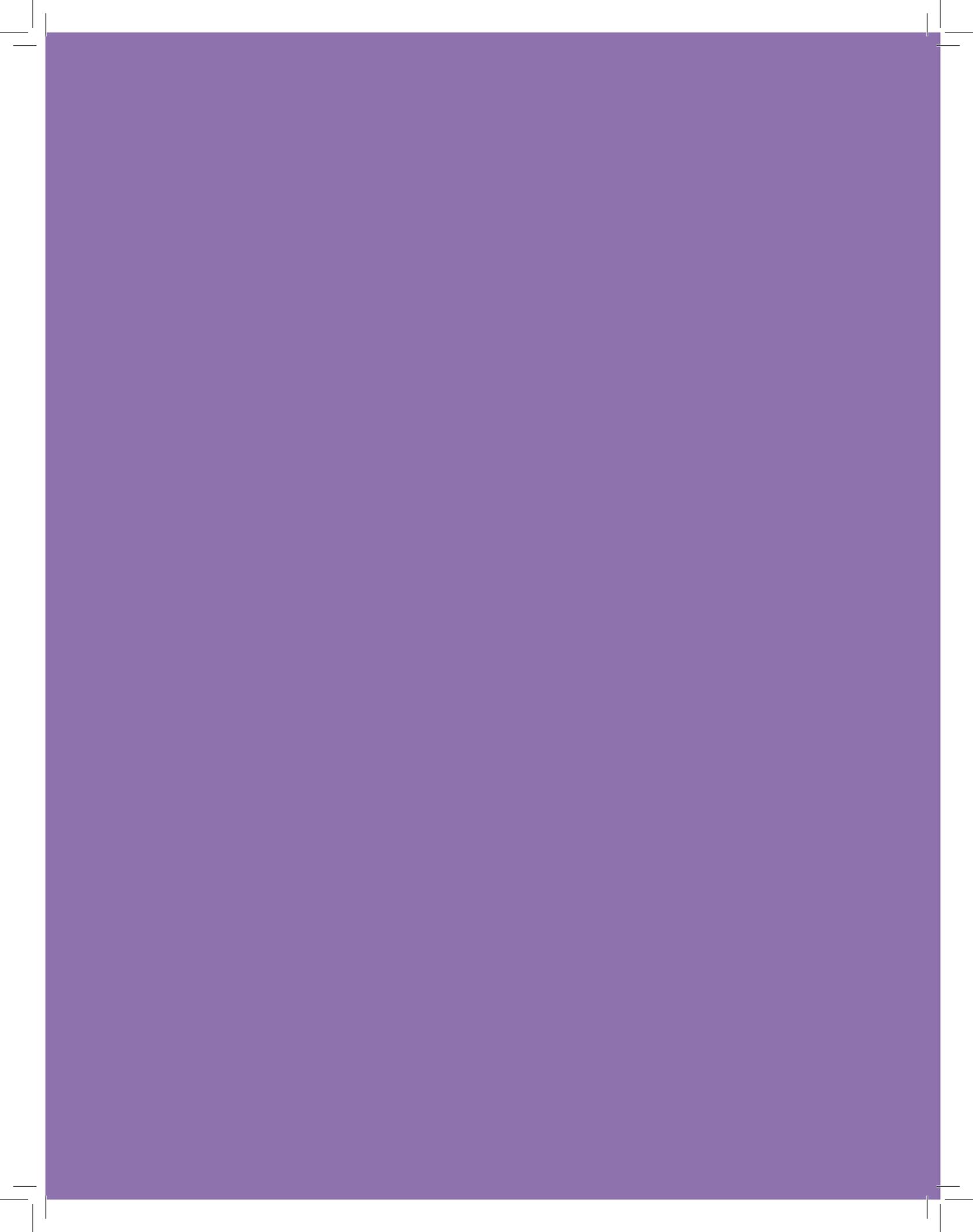
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