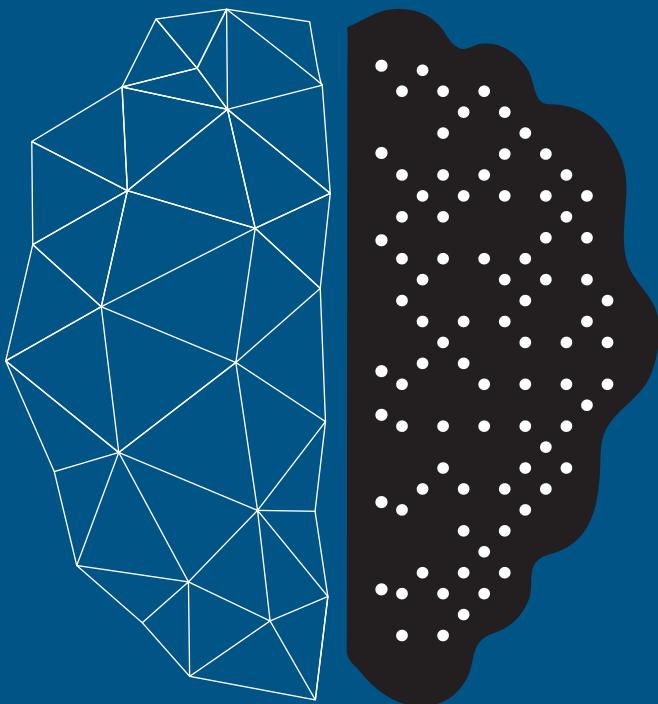


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*'If adventures will not befall a young lady in
her own village,
she must seek them abroad.'*

JANE AUSTEN





Geneviève Laloy

President of the Comenius Association
Head of the International Office
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presi note

A new season is beginning and with it, new international projects, new educational partnerships, new individual or collective mobilities, in one word, it's a whole network that lives, grows and spreads his thoughts, actions, research, etc.

Voici une nouvelle saison qui commence et avec elle de nouveaux projets internationaux, de nouveaux partenariats pédagogiques, de nouvelles mobilités individuelles et collectives, en un mot, c'est tout un réseau qui vit, se développe et essaime ses réflexions, actions, recherches, etc.

At a time of global questioning about the evolution of our planet and of the humans who inhabit it, at a time when it is decidedly crucial to think and to act to reduce inequalities in the world and to give everyone access to a dignified life involving respect for each other, Education is more than ever at the heart of our debate, our challenges.

A l'heure des questionnements mondiaux sur l'évolution de notre planète et des humains qui la peuplent, en cette période où il est décidément crucial de réfléchir et d'agir pour réduire les inégalités dans le monde et donner à tous un accès à une vie digne dans le respect des uns et des autres, l'Education est plus que jamais au cœur de nos débats, de nos défis.

Thus, the training of teachers and social educators is certainly crucial in these educational issues and the Comenius Association has an important role to play in facilitating synergies between training institutions, encouraging the development of international projects that unite more than divide, that enable one and all to meet, to understand, to cooperate. These are important missions which should inspire the young generation in training to become competent teachers, open to the world, engaged, lucid and agents of change.

Ainsi, la formation des enseignants et des éducateurs sociaux est sans nul doute déterminante dans ces enjeux éducatifs et l'Association Comenius a un rôle important à jouer dans la facilitation de synergies entre instituts de formation, l'encouragement à la mise en place de projets internationaux qui fédèrent plus que ne divisent, qui permettent aux uns et aux autres de se rencontrer, de se comprendre, de coopérer. Ce sont là des missions importantes dont les jeunes en formation auront à s'inspirer pour devenir des enseignants compétents, ouverts sur le monde, engagés, lucides et acteurs de changement.

dental

Indeed, it is about change and this opportunity must be seized by thinking outside the box and trying other educational paths, daring collective work, taking the risk of new educational policies aimed at the development of young citizens in the respect of different cultures and in the search for equal opportunities.

En effet, il est bien question de changement et de cette opportunité qu'il faut saisir de sortir du cadre et d'essayer d'autres voies éducatives, d'oser le travail collectif, de prendre le risque de nouvelles politiques éducatives qui visent au développement de jeunes citoyens dans le respect des différentes cultures et dans la recherche de l'égalité des chances.

In this edition of this journal are related the results of various educational research and particularly in the context of formal and non-formal education where social pedagogy inevitably meets teacher training, where the field of non-formal or informal education should definitely be considered further because it also plays a key role in the construction of the new generation.

Dans la présente édition de ce journal sont relatés les fruits de diverses recherches pédagogiques et notamment dans le cadre de l'éducation formelle et non-formelle où la pédagogie sociale doit inévitablement rencontrer la formation des enseignants, où le terrain de l'éducation non-formelle ou informelle doit absolument être pris davantage en considération car il participe également de manière essentielle à la construction des jeunes en devenir.

The emergence of projects that link these two fields of education is a challenge and regularly alarming news reported by the media encourage us even more to try to build bridges between sectors, between fields of action, between land lives of social actors be they from Europe or elsewhere.

L'émergence de projets qui lient ces deux champs de l'éducation est un véritable défi et les actualités régulièrement alarmantes relayées par les médias nous incitent d'autant plus à tenter de favoriser les ponts entre secteurs, entre champs d'actions, entre terrains de vie des acteurs sociaux qu'ils soient d'Europe ou d'ailleurs.

We each have the power as individuals to participate in a positive and sustainable development of our societies. The world of education is a nursery for this emerging world but it is too often constrained by frameworks that we must dare to rethink from top to bottom.

“Something else” is possible and we are all responsible.

Nous avons chacun le pouvoir en tant qu'individus, de participer à une évolution positive et durable de nos sociétés. Le monde de l'Education est une pépinière pour ce monde en devenir mais il est trop souvent contraint par des cadres qu'il faut oser repenser de fond en comble.

« Autrement » est possible et nous en sommes tous responsables.

GENEVIÈVE LALOY

Je suis ta sœur et ton frère

Seul, j'étais
- avec tout ce qui a été,
tout ce qui est, et
tout ce qui sera –
dans un océan en forme de poire,
bercé, cajolé, espéré

Dans cet océan:
je n'avais pas de nom,
créé de la femme et de l'homme,
je reposais dans une chambre que je n'avais pas choisie,
à une époque inconnue,
et tous les noms étaient les miens.

Je m'appelle Mehmed,
Liliane est mon nom.

Je réponds au nom de Jorge.
Niem, c'est moi.

D'après ma grand-mère je m'appelle Karin,

Björn d'après mon grand-père, c'est moi.

D'après l'amour je m'appelle Li.,
Gajendra me donne la chaleur.

Nommé Adul je suis là.

Maman m'appelle: Ifemelu.
On m'a baptisée Ilona.
Mon nom est Borislav.

Je m'appelle Marisa

Jag är din syster och jag är din bror

*Ensam låg jag
- med alla som funnits
alla som finns och
alla som kommer att finnas -
i ett päronformat världshav,
vaggad, vyssjad, väntad.*

*I det havet bar jag inget namn;
av kvinna och man skapad,
lagd i ett rum jag inte valt
i en tid okänd -
och alla namn var mina.*

Jag heter Mehmed.

Ljiljana är mitt namn.

Jag lystrar till Jorge.

Niem, det är jag.

Efter mormors mor heter jag Karin,

Björn efter farfar, det är jag.

Av kärlek heter jag Li.

Gajendra fick jag heta.

Namnad Adul går jag här.

Mamma ropar mitt namn: Ifemelu.

Döpt till Ilona är jag.

Mitt namn är Borislav.

Marisa heter jag.

Ma mère est la Mère;
le Père est mon père,
je suis ta sœur et ton frère.

J'habite
à Wangunai dans l'île du Nord,
à Kalamazoo près des grands lacs et des usines d'automobiles
dans le village de Psichró sur la rive sud du plateau de Lasithi
dans l'ombre de Diktibergen,
dans la couleur de Hoverberg et Oviksfjällens
qui pareille au Grand Lac dit le temps qu'il fera,
dans le milieu de l'Empire du Milieu,
à Shashi le long du Yangtze et
c'est loin, très loin de la mer,
à Santa Cruz au sud là où il fait froid
et je peux indiquer la direction où le krill se trouve
et les îles Falkland,
entre le désert et la grande baie d'Al-Qatif
à Sagres et quand je scrute la mer
je peux voir les rides sur la peau de l'océan,
les vagues faites par le bateau qui naviguait ici
il y a un demi millénaire,
près de la glace épaisse à Jakobshavn, petit frère
que la glace épaisse a tellement recouvert,
dans la forêt dense à Fonte Boa,
dans la ville,
à la campagne.

*Min mor är Modern,
Fadern är min far.
Jag är din syster och jag är din bror.*

*Jag bor
i Wangunai på Nordön,
i Kalamazoo vid stora sjöar och bilfabriker,
i byn Psichró på sydsidan av Lasithiplatån
i skuggan av Diktibergen,
i Hoverberg och Oviksfjällens färg berättar,
liksom Storsjön, om vädret som ska bli,
mitt i Mittens rike,
i Shashi utmed Yangtze och det
är långt, mycket långt, till havet,
i Santa Cruz i söder där det är kallt
och jag kan peka åt vilket håll krillen finns
och Falklandsöarna,
i Lagos hamnkvarter, mellan öken och stora viken i Al-Qatif
i Sagres och när jag kisar ut mot havet
kan jag se krusningar på havets skinn,
krusningar av skepp som seglade ut för halva
tusen år sedan,
nära tjocka isen i Jakobshavn, lillebror
till tjocka isen som täckte så mycket,
i tätta skogen i Fonte Boa,
i staden,
på landet.*

Je crie quand la lumière du soleil remplit mon être.
Je mange la chaleur généreuse de ma mère.
Je reste appuyé sur la main de mon père.
J'apprends à m'en aller.
Pieds nus je foule les sentiers de la jungle,
les falaises du bord de mer.
En chaussures de peau de phoque je cours sur la glace,
je secoue le sable de mes sandales,
et je chausse mes bottes spéciales avec les skis,
les patins à roulettes sur l'asphalte me font avancer vite.
La mule et le chameau me portent.

Tu es ma sœur et mon frère.

J'ai faim, je suis rassasié.
Je mange la bouillie d'avoine, un bol de riz.
J'ai soif.
L'eau du puits et la main d'un homme étanchent ma soif.

Je suis pauvre et je suis riche.
Je comprends difficilement,
et je suis intelligent.
Je suis en bonne santé et malade,
suis seul et ai beaucoup d'amis.

Je suis ta sœur et ton frère.

Je n'ai pas choisi ma place sur terre.

*Jag skriker när solens ljus fyller min varelse.
Jag äter av min moders givmilda värme.
Jag reser mig stödd på min faders hand.
Jag lär mig gå.
Barfota beträder jag djungelns stigar
och klipporna vid havet.
I stövlar av sälskinn springer jag på isen,
sanden i sandalerna
ruskar jag ur och pjäxorna förlänger jag med skidor,
rullskridskor mot asfalten tar mig fort fram.
Mulan och kamelen bär mig.*

Du är min syster och du är min bror.

*Jag är hungrig, jag är mätt.
Jag äter gröt av havre, ris i skål.
Jag är törstig.
Brunnens vatten och en vuxens hand släcker min törst.*

*Jag är fattig och jag är rik.
Svårt har jag att förstå
och klok är jag.
Jag är frisk och sjuk,
är ensam och har många vänner.*

Jag är din syster och jag din bror.

Jag valde inte min plats på Jordens.

Je suis ta sœur et ton frère

Background of a poem



Bengt Söderhäll

Lecturer
University of Gävle, Sweden

At fourteen, words were becoming to pour from the pens that happened to come into my hands. In spite of a very supportive teacher, this stopped as writing poetry was not what a working class boy with no academic tradition what so ever was supposed to do. Fortyfive years later words began to trickle out of the fountain pen, onto the white paper. For years I had been trying to formulate the complexity of the arts of learning and teaching in scientific way, without success. Instead another endeavour arrived: to try to understand in a poetic way. I guess the idea or the feeling or the intuitive and tacid will, was to portray parts of the existence in a not so analytic way. To trust in the readers capacity to read and interpret.

The poem "*I am your sister and I am your brother*" is written from a point of departure where the writer has understood that the birth was not chosen but given by random. So, the experiment in "poetic understanding" is continuing.

BENG T SÖDERHÄLL



Message Urgent: Des Ami(e)s de L' Association Comenius

Tout le monde qui a reçu et vu la série de photos prise aux marches du perron du jardin de Klingenthal pendant la réunion de mai 2016 partagera sans doute l'avis : quel groupe enthousiaste et actif, inclinant gracieusement la tête à gauche et à droite sur commande du photographe. Visiblement contente du groupe, Madame Stintzi assiste aussi, comme toujours, quel honneur. Et, jolie surprise, hôte spéciale Tove Heidemann, clairement couronnée reine pendant la soirée d'adieu en cave du château, à cause de ses grands mérites pour l'association.

Surprise aussi : quel beau nombre de nouveaux représentants se présente à la rencontre, autrement dit, continuation assurée d'activités internationales d'intérêt de l'Association Comenius. Bonne occasion pour moi de vous rappeler à l'idée d'établir une association des anciens-représentants des instituts-membres. Je suis désolé, il nous manque encore beaucoup d'adresses actuelles des personnes éventuellement intéressées. Si vous les connaissez, veuillez-les nous faire savoir. L'adresse courrielle ouverte pour rassembler les dates personnelles (adresse postale et e-mail) : carlamastelli@gmail.com.

Salutation cordiale, au nom de Carla Gutmann aussi,

WIM FRIEBEL



Urgent Message: Friends of The Comenius Association

Everybody who has received and looked at the series of photographs taken on the flight of steps of the Klingenthal garden during the May 2016 meeting will nodoubtly be of the same opinion: what an enthusiast and active group shows itself, turning gracefully their head to the left or to the right on photographer's command. As usual, clearly content with the group, Mrs Stintzi assists as well, an honour for the association, isn't it ? And, nice surprise, Tove Heidemann, special guest, crowned queen during the farewell evening in the cellar of the castle, because of her great merits for the association.

Surprise as well : a lot of newcomers at the meeting, so, carrying on of interesting international activities of the Comenius Association seems to be guaranteed. Good opportunity to remember you the idea to create an association of senior-representatives of the member institutes. It's a pity, we still haven't enough actual addresses of eventually interested persons.
If you can inform us, please do so.

Send the personal post and e-mail addresses to: carlamastelli@gmail.com.

Best regards, from Carla Gutmann as well,

WIM FRIEBEL

Facing the pedagogical challenge of unaccompanied minor asylum seekers



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ABSTRACT

The article will describe and analyze an educational development project with unaccompanied minor asylum seekers in a school setting. The project was carried out by Danish and international students as part of the Erasmus course "Crossing Borders: Cultural diversity in education" offered by the Department for Social Education at University College South Denmark, Campus Aabenraa.

For the project the students were introduced to different methods drawing upon aesthetic processes, for instance the vision based methodology, teacher in role and participatory photography. The article will argue that such methods not only enables an understanding of the participant perspective (i.e. the young asylum seekers), but also gives the student the possibility to switch between different roles and to reflect upon his/her opinions and beliefs about teaching a specific target group. This creates a good departure point for experimenting with and developing new ways of teaching and educating different target groups.

L'article décrit un projet de recherche pédagogique qui porte sur des réfugiés mineurs non-accompagnés dans un contexte d'école. Le projet a été conduit par des étudiants danois et étrangers faisant partie du cursus Erasmus « Crossing Borders : Cultural diversity in education » proposé par le Département de Pédagogie de l' University College South Denmark, Campus Aabenraa. Au préalable, les étudiants ont été formés à différentes méthodes de travail en ce qui concerne des processus esthétiques, par exemple la méthodologie visuelle, des jeux de rôle et la photographie. Le présent article argumente que de telles méthodes de travail permettent non seulement la compréhension du participant (par exemple le jeune réfugié). Elles donnent également la possibilité aux étudiants d'explorer de multiples rôles et ainsi d'avoir une réflexion sur leurs propres opinions et visions de l'enseignement de ce groupe ciblé. C'est le préambule à un bon départ afin d'expérimenter et de développer de nouvelles manières d'enseigner et d'éduquer différents groupes ciblés.

The unaccompanied minor asylum seekers who come to Denmark without families or relatives is one of the most vulnerable groups in the current wave of migrants and refugees. In spring 2016 the students participating in University College South Denmark's international Erasmus Course "Crossing Borders: Cultural diversity in Education" had a unique opportunity to work with this target group in an educational development project focusing on participation and empowerment. The project took place in cooperation with Tønder Ungdomsskole, a so called "youth school" which by the local municipality has been entrusted with the task of making a school offer for the young refugees. The schedule consists of lessons in Danish, Math and English and attendance is compulsory while the application for asylum is being processed. Hence our project could be seen as a social pedagogical intervention in a school setting focusing primarily on academic skills.

A jigsaw puzzle of methods

Teaching international students to navigate through an educational development project involves knowledge about designing, facilitating and learning through a process of teamwork. During the project the students were introduced to different theories and methods which they – like pieces in jigsaw puzzle – could assemble when planning and conducting workshops with the target group. An important puzzle piece was the concepts of participation and empowerment, which constituted the theoretical framework for the project. Another puzzle piece was participatory photography which is a method devised for letting marginalized groups portray their daily lives and express their hopes and dreams for the future in a medium with a relatively low threshold of participation.

A core piece of the puzzle was the vision based methodology which is a design method based on different ways of process and product thinking. In an aesthetic perspective the methodology incorporates material, media and art forms such as sculpture, material, notions/metaphors, mood drawing, photography and drama. This enables different ways of participation and learning through intermodality by visualizing the design process and product in progress.

Throughout the project the vision based methodology was used as a mean for reflection on and preparation for working with the target group. Working with drama as an intermodal art form means that the students are physically positioned as sculptures in a role play based on a theme. Staging a scenario about a specific target group, visualizing a situation or problem from the real world, enables the students to watch different perspectives on how a problem or a need could be changed or solved.

As a teacher you have to facilitate and framework this interactional play by asking questions, concerning both the students product (play) and their process (participation). This can be done in many ways considering the students preunderstanding, different participatory roles (performer/ audience) and bodily actions.

Doing a teacher in role is another possibility. Creating a play or dialogue about a topic or problem, the teacher can act through storytelling and give the students different characters through a narrative dialogue, making them reflect on how a problem or need could be changed. Through the project the students experienced, how you can learn through different social context and environments. The students learned how you can have different responsibilities by switching between roles as facilitator and student. As students they could experiment and explore forms, material and collaboration in an educational context, without being responsible for facilitating a learning environment through instructions, motivation, disagreements and language barriers. They could actually do a test design without facing the obstacles with the target group in the real world.

As students of pedagogy they got a didactical and aesthetic experience of how a workshop could be designed and carried out through different kinds of (poetic) feedback and supervision. Participating in drama, roleplay and physical exercises, making collages, drawing pictures of each other and having discussions and feedback made the students aware of their interests and how their design ideas could be adjusted.

Assembling the puzzle

Working with the target group the students got the task of conducting three workshops ending with an exhibition. During these workshops they gradually found a didactical structure and a way of being equal with their target group by both facilitating and observing as physically active participants. By taking turns, as facilitators and doing different kinds of teambuilding – activities such as icebreakers, energizers and games – they used different material, media and methods to create an intermodal awareness with the target group. Self-expression through photography was at the core of all workshops, but the media of photography was combined with other modes of expressions in very different ways. In one workshop the participants produced books that told life stories in image and text. In another workshop glasses was used as metaphor for the participants' visions, hopes and dreams for the future which they portrayed in individual collages. The third group of students managed to combine individual self-expression with collaborative production in an interactive collage where portraits of the participants could be moved along red strings that led to pictures and statements made by the participants.

Another interesting thing was how the aims changed during the project. The students were themselves responsible for formulating the aims of the project, and they started out with big ambitions about changing society's attitude towards refugees. At the outset the students agreed upon the following aspirational aim: "To support integration by providing the local community with an understanding of life as an asylum seeker." The idea was to invite local pupils, politicians and press to see the work of the young asylum seekers to the final exhibition. Due to practical issues the idea of a public exhibition was abandoned in favor of a closed event. But in the meanwhile the students had also come to realize that the road to empowerment was longer than expected. As one student put it in a discussion: "Before you can speak out to the public, you need to find your own voice and to understand that it is okay to use it."

The change that the students themselves were most preoccupied with was a change in preunderstanding of the target group. This preunderstanding was to a large degree shaped by the introduction to the target group given by the staff at Tønder Ungdomsskole. One group of students summed up their impression of this introduction in the following keywords: Be authoritative, give clear instructions and be aware of your clothes.

With an introduction like that, it is no wonder that it was with a bit of anxiety that the students showed up for the first workshop. Partly because they had come to imagine the target group as a bunch of uncivilized beasts in need of taming, and partly because the introduction led them to doubt upon their own social pedagogical approach based on dialogue and meaningful relationships. However, it was with a sense of both relief and success that the students came back from their first meeting with the target group. Through the aesthetic methods of self-expression devised in the workshops they gained insight into the participant perspective, and what they could see was young boys full of hopes, dreams and aspirations for the future.

It is no wonder that one group summed up their learning outcome with a famous quote by empowerment theorist Paulo Freire: "If the structure does not permit dialogue, the structure must be changed".

MALENE RØSTGAARD CHRESTENSEN
MARTIN H. BRUNSGAARD

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Environmental education through experiential pedagogy programs



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ABSTRACT

La pédagogie fondée sur l'expérience exhorte à l'action. Elle crée des situations dans lesquelles les membres du groupe sont incités à mettre à l'épreuve leurs capacités, leur créativité, leur savoir. Elle les amène à sonder leurs propres capacités physiques et psychiques, mais ce qui est plus important, elle met l'accent sur l'expérience personnelle. L'observation de la nature fait partie intégrante des programmes appliquant cette pédagogie. Nos étudiants, futurs instituteurs de maternelle participent chaque année à des stages pratiques dans des écoles maternelles, en complément de leur enseignement théorique. Cette année, plusieurs d'entre eux ont pris part au programme intitulé « Chants d'oiseaux », au cours duquel ils ont élaboré un programme particulier qu'ils ont ensuite réalisé avec les enfants.

L'un de ces programmes vise à faire connaître les oiseaux vivant dans les environs de l'école maternelle à travers plusieurs types d'activité : nourrir les oiseaux, promenades, création de nids artificiels et leur observation régulière, activités d'artisanat, jeux dramatiques, enregistrement du chant des oiseaux.

Mon article présente ce programme et les effets qu'il a exercé sur les enfants.

Experiential learning on the basis of specific and tangible experiencing is the foundation of experiential pedagogy according to Schörghuber's and Amesberger's definition, which is realized generally through situations that, instead of the commonplace, include some adventure and/or enjoyment and take place in the natural environment (Szabó, 2006). This regenerating effect of nature in restoring attention has already been emphasised by Kaplan as well (Kaplan 1995). Natural environment helps detach from our usual circumstances and habits. Experiential pedagogy considers that experience, learning and the subjective states that accompany them are essential (Dewey, 1995).

Consequently, practicing experiential pedagogy means that, instead of providing children ready-made skills, we allow them acquire these skills for themselves. The same can be done through creating problematic situations and testing alternative solutions, therefore problem solving skills also improve in the course of the process.

Experiential pedagogy induces participants to act. It creates a situation in which members of the group feel an urge to test their skills, abilities and creativity. Similarly to experiential pedagogy the pedagogical project also focuses on a problem to solve or a task to be performed and this is what creates its complexity.

Group room session

According to Dewey projects provide fields in which skills acquired already can be applied and, at the same time, new skills can be acquired. Exactly this is why the project method is one of the most suitable ones to realize experiential pedagogy. This year several students from the kindergarten teacher training department of our College joined the so called Bird Song Kindergarten program. In the framework of this program, as a part of their research activity, they worked out an independent project to be realized with kindergarten children.

The aim of the program introduced here was to explore birds living in the neighbourhood of the kindergarten through various activity types that constituted a two-week project.

The structure of the project was as follows:

Walk to the neighbouring hills

On the first day of the program children were taken for a walk in the Natura 2000 environmentally protected area near the kindergarten.

Reaching the top of the hill they were allowed to rely on their senses to observe the kind of sounds they heard. The deep silence was broken by a loud noise: a pheasant, the noise of which most of them recognised. They joined a discussion to share what they knew about pheasants. Then the walk continued in an indigenous pine wood where children „hugged” trees. They observed how many children were needed to hug a tree. This exercise clearly improved their sense of proportion, and processes of comparing and differentiating were also displayed.

Back at the kindergarten micro groups were formed to tackle bird puzzle and memory games, which children received openly and keenly (Figure 1). The puzzle game excellently improves children's memory and fine motor skills. It also serves as a tool to develop their vocabulary, as they also discussed the looks of the birds pieced together. And, finally, placing the completed pictures beside each other, the birds in them can be compared.



Figure 1. Piecing the puzzle together with kindergarten children

The student recorded the event and the recording was played in the first and the last day of the project. Here the aim was to improve children's ability to observe. When the recording was played for the first time, most children recognised the voice of the crow, pigeon and the woodpecker. The sound of birds was followed by their image shown to children, then discussion, singing and playing. Following that children mimicked the sounds in the recording by movement and sounds. The loud „croaking” or „knick-knacking” attracted a resounding success.

Placement of hangouts

The kindergarten area is most frequently visited by the great tit and the home sparrow (Figure 2). First children started to prepare a hangout from pieces of wood cut in advance by a daddy. In the meantime another group of children prepared hangouts made of cardboard with the help of another kindergarten teacher. Everybody was allowed to colour them and some of the children painted birds on the sides of the hangouts. Then an exhibition was set up from the children's creations and was visited by every group of the institution. The most important skill improved in this round of activities was creativity as well as community building.

Then the placement of the hangout followed. A daddy placed the shelter among the branches of the huge pine tree in the backyard. Children formed micro groups to observe the nestling place perched among branches. Anyone of them noticing some movement around the shelter let the others know immediately.



Figure 2. The most frequent bird in the yard of the kindergarten: the great tit

Making tiara for the birds' beauty contest

The next outstanding event was the making of a tiara decked by the shape of a bird. The children copied on a piece of paper birds' photos taken by the student. Then they coloured and pasted the drawings. The aim was to learn about the main distinguishing features of a particular bird through engaging children in action. Everybody was allowed to draw the bird they liked the most. This activity also took place in micro groups. When everybody's tiara was ready, everybody took part in a birds' beauty contest in which they could find the bird they liked most and select it to be their pair. This game is a good example of mathematical sociometry, as it allows the kindergarten teacher to observe who is chosen by how many.

Bird feeding and preparation of suet balls

The children formed a discussion ring sitting down into a nice big circle on the carpet. They recalled the types of food birds can be fed in winter. They also agreed that birds had to be provided water in the hot months of summer as well. Then they collected seed for suet balls with their parents. The suet balls were placed all over the garden and then constantly monitored to check how birds discovered and returned to them. The aim of this task was to awaken the eagerness to protect and nurture animals the positive benefit of which was the protection of the environment. Children enjoyed watching the feeders and on their way home from the kindergarten with their parents they examined how much of the seeds was gone.

Dramatization of the play „Birds in Winter”

The last item in the project was the drama pedagogy play „Birds in Winter” (Lovas-Tarr, 2011. p. 187.) the children played using the tiaras they made earlier. The play is intertwined with improvisation, which means that instead of following a specific scenario the children contributed their own stories to the play. Attunement to each other, improvement of cooperation and community formation were all realized through the play, which also improves children's articulation.

Every child showed interest in the play and all of them participated in it. The crux of the story is: „Little birds were cold and hungry in winter. The snow covered everything. They jumped around weakened among snow banks in search of food. One of them flew farther than the rest of them and found half of a dry crescent. It had grown very hungry by then. What do you think it did?”

They played the good-hearted bird, which shared the food with the others. Then the selfish bird, which ate up the crumbs alone and never called the others. And they also played that the hungry bird started pecking but then suddenly remembered the others and let them know eventually.

Children's interest in birds remained lasting as they have been watching since then the shelter and the feeder having been placed in the garden. This project has greatly helped children in getting closer to the birds in their environment, through which they will be better related to nature and, once they take a liking to it, they will also protect it and own responsibility for it once they grow up.

ANNA RUNYÓ MEGYERI

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Teaching sustainable development: An international project-based approach



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ABSTRACT

Cet article se base sur un projet international auquel j'ai participé avec 5 autres collègues enseignants en formation pendant une semaine au mois de novembre 2015. Pendant une visite d'études à l'Université de Haderslev au Danemark nous avons développé un portfolio que nous avons ensuite enseigné à des élèves ayant entre 13 et 15 ans, sur une période de deux mois dans cinq écoles en Suisse, au Danemark et au Groenland. Nous avions comme objectif de guider les élèves, afin qu'ils puissent choisir un problème local dans le domaine du développement durable, et de travailler d'un point de vue théorique et pratique afin de présenter le problème et une solution à travers un mini-film d'environ 3 minutes. Nous avons utilisé pour ce faire des moyens interactifs et collaboratifs divers. Chaque enseignant en formation a eu une expérience unique dans la mise en œuvre de ce projet. Nous avons également tiré quelques conclusions communes. Je développe ici ma propre expérience et les leçons que j'en tire, dans le but de pouvoir envisager la manière la plus appropriée pour enseigner le développement durable en école secondaire.

Sustainable development is a transversal mandatory discipline and is included in the Swiss curriculum for primary and secondary schools.

The starting point for this project was the idea that in order to understand a theory one needs to be able to present it. We developed a project whereby the central issue of sustainable development was to become a personal issue for young pupils. We departed from the sustainable development definition given by UNESCO, stating that « *Education for Sustainable Development means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower*

learners to change their behaviour and take action for sustainable development. Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way. »

We constructed our project around the goals included in this definition which gave us something to work towards. We clearly saw the need for pupils to: « *acquire the knowledge, skills, attitudes and values* » linked with sustainable development. We also found the classroom work methods with emphasis on “*participatory teaching and learning methods*” as being very relevant. We understood the overarching aim as being to “*promote competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way*” in our pupils.

Taking this rather large and theoretical framework as a basis, we imagined translating it into a very concrete school teaching project.

Working together as an international team in Denmark and Switzerland we developed a “short problem & solution film on sustainable development” project. We created a teaching portfolio called “100 pupils, 3 countries, 1 planet”. Six teachers taught this portfolio in five schools in two languages and in three different countries (Denmark, Greenland and Switzerland).

We wanted to apply a variety of mostly interactive teaching methods so we asked the pupils to go through the following steps working in groups of 3 or 4:

- Identify a preferably local issue linked with sustainable development;
- Acquire knowledge about the issue selected;
- Propose personal and creative solutions to the issue;
- Create short and simple video films around the issue and the solution.

The underlying idea was to aim for “efficiency” by giving pupils a limited timeframe for their films (maximum 3 minutes). We emphasized the need for the film to be inspiring for others and with educational quality. We started from the premise that for students to make an inspiring educational film of high quality they needed to understand sustainable development generally and to acquire in-depth knowledge of a particular issue thus being able to focus on its most relevant aspect and to propose a personal solution to it. Furthermore, because the majority of the work was to be done in small groups it was important for the pupils within a group to be able to work well together and to bring to the table different skills regarding the information and communication technologies to be used. We have imagined and put in place a variety of working methods for the pupils including: self-assessments, brainstorming, key words finding, writing, drawing, peers discussions and feedback, role play, documentary research, etc. The basis for our teaching was the portfolio but we also used a variety of other resources including relevant video films on sustainable development, interactive internet games, inspiring magazine and newspaper articles, external experts, etc.

Did we reach our goals? Did we achieve efficiency? Were the films of education quality and inspiring? Did the pupils acquire enough knowledge and understanding of the issue of sustainable development? Did they work well together?

The project now finished it would be important to draw conclusions and to try to formulate answers to these important questions that were underlying our project. We drew in the advise of a couple of communication and information technology experts and judged the quality of the films based on their ability to present a storyboard in an inspiring and technologically sound and creative way.

We collected around 25 short videos on sustainable development. Because we used a common portfolio, almost identical, and judging only by the quality of the short videos, we could assume that the results would be quite similar. In actual fact, the quality and the nature of the films varied enormously from country to country, from class to class, and even between groups within one class. We were quite astonished to see such large differences in the quality, the motivation and the implication of pupils in the project.

However, the contexts being so different, there are a plethora of factors that we need to assess in this case in order to understand what led to such divergent results. While exploring these factors would go beyond the scope of this paper, I nevertheless want to mention the age of the pupils, the schedule during year as well as their technical knowledge as being quite relevant. Although some of the “end-products” are rather poor, it is important to mention that the work done by the students could be rated as overall positive on other elements such as group work, knowledge of the issue of sustainable development and motivation; my own students for example expressed having enjoyed the project for not being at all “scholarly”, which is in contrast to the rather “uninspiring” videos they produced.

I would like to finish this paper by thinking about some lessons learnt from the project for me personally. As a group we did in actual fact sit again together after completion of the project and drew together the lessons learnt, which most prominently include the need to reduce the portfolio and to make it more concrete for teachers. We developed a teachers’ guide for future projects, noticing that we had put a lot of emphasis in the first place on the portfolio and not so much on the teaching itself. Furthermore, all teacher-students and teachers involved expressed having enjoyed the project, both as a teaching but also as an international exchange opportunity.

Regarding the content of the portfolio, I found it very important to ensure that pupils have acquired the basic notions of sustainable development before moving to the production of the films. The tools that I found most useful for this are the self-assessment, the role-play and the search for documentation.

The second part of the portfolio, regarding the storyboard and the production of the film needs in my view to be expanded and developed with a stronger emphasis on the teaching. I personally overestimated the capacity of the young generation to appropriately use the information and communication technology! It is somewhat reassuring to see that as teachers we still have a role to play in particulars in terms of providing sound guidance to our pupils about the use of technology.

Personally, I enjoyed both the project and the teaching and I remain firmly convinced that the portfolio is a valuable tool for teaching sustainable development. My final recommendation is that the portfolio should become a lively document that can be developed and improved upon year after year and that those of us who decide to use it should find a way to feed into it our experiences as teachers.

BEATRICE SCHELL

The inclusive primary teacher

ABSTRACT

„Der inklusive Primarstufenlehrer“ – Die Neugestaltung der LehrerInnenbildung in Österreich als Chance für ein inklusives Schulsystem
Mit der Implementierung des 240 EC Bachelor mit angeschlossenem 60/90 EC Master Studiums für PrimarstufenlehrerInnen wurden verpflichtende 60EC Inklusionspädagogik in das Curriculum eingebunden. Ausgehend von den drei Dimensionen und sechs Bereichen des Index of Inclusion umfasst die Ausbildung damit nicht nur Inhalte zur Arbeit mit Menschen mit Behinderung, sondern auch zum Thema Migration und Gender-Sensibilität.
Im Focus stehen immer die Studierenden selbst, die neben dem Erwerb relevanter Kompetenzen in Fachwissenschaft und Fachdidaktik auch im Rahmen der Weiterentwicklung ihrer Persönlichkeit auf informeller Ebene Verständnis für ein inklusives Schulsystem aufzubauen sollen. Ausgehend von der Dohems Definition (2001), die informelles Lernen auf alles Selbstlernen bezieht, das sich in unmittelbaren Lebens- und Erfahrungszusammenhängen außerhalb des formalen Bildungswesens entwickelt“, kommt somit die praktische Erprobung im Rahmen der Schulpraktischen Studien ein hoher Stellenwert zu.

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“The inclusive Primary-Teacher” – The reorganisation of teacher education in Austria as a chance for an inclusive school system
The implementation of the 240 EC bachelor programme together with the 60/90 EC masters programme for Primary School teachers includes a 60 EC module for inclusive education. Based on the three dimensions and six areas of the Index of Inclusion the teacher training programme does not only deal with elements of special needs education, but also with aspects of migration and gender sensitivity.
The main focus are the students who – apart from acquiring the relevant competences in professional subject knowledge and professional didactics – should also further develop an understanding of an inclusive school system on an informal level. Therefore based on the Dohems definition (2001), which identifies “informal learning as a major aspect of all self-learning processes in real-life situations outside the formal educational system”, school placements within the practical pedagogical studies programme are of considerable importance. In July 2013 the Austrian government published a law for the redesign of teacher training, including a new definition of the possible teaching careers. Starting with 2016 there are only two possibilities left, either to become teacher for primary school (age 6 to 10) or secondary school (age 10 to 19), both with a 240 EC Bachelor of Education and a 60 or 90 EC Master of Education. This includes also the abandonment of the former teaching profession for children with special needs and inclusion. Instead the 240 EC Bachelor Curriculum for primary school teachers has to include 30EC with the focus on inclusive education. These contents are intended to cover such as migration, gender and disability and are mandatory for all students.

« L'enseignant inclusif au primaire » – La réorganisation de la formation des enseignants en Autriche : une chance pour un système scolaire inclusif
La mise en œuvre de programmes de bachelier de 240 crédits ECTS et de programmes de master de 60 / 90 crédits pour les enseignants du primaire inclut un module de 60 crédits sur l'inclusion en éducation. Basé sur les trois dimensions et les six domaines répertoriés dans l'Index pour l'inclusion, cette formation des enseignants ne traite pas seulement d'éléments pour l'éducation d'enfants à besoins spécifiques, mais également d'autres aspects : la migration, le genre et la sensibilité.
L'accent est mis sur les étudiants, qui outre le fait de d'acquérir des compétences pertinentes dans les disciplines d'enseignement et leur didactique, devraient également développer une compréhension d'un système scolaire inclusif à un niveau informel. Dans ce cadre et en se basant sur la définition de Dohmen (2001) de l'enseignement informel, qui identifie « l'enseignement informel comme un aspect majeur des processus d'auto-apprentissage dans les situations de la vie réelle en dehors du cadre éducatif formel », les stages et la mise en œuvre en pratique prennent une grande importance dans la formation pédagogique.
En juin 2013, le gouvernement autrichien a promulgué une loi pour redessiner la formation des enseignants, en incluant une nouvelle définition des carrières d'enseignants. Le système commence en 2016 et n'offre plus que deux possibilités : soit devenir instituteur primaire (enfants de 6 à 10 ans) ou enseignant dans le secondaire (jeunes de 10 à 19 ans). Pour les deux filières, il est prévu une formation de bachelier en éducation de 240 crédits ECTS et un master en éducation de 60/90 crédits. Cela implique l'abandon de la formation existante dans le passé pour les enfants à besoins spécifiques et l'inclusion. A la place la formation des bacheliers / instituteurs primaire doit inclure 30 crédits mettant l'accent sur l'éducation inclusive. Les contenus couvriront des domaines tels que la migration, le sexe, le handicap et seront obligatoires pour tous les étudiants.

In July 2013 the Austrian government published a law for the redesign of teacher training, including a new definition of the possible teaching careers. Starting with 2015 there are only two possibilities left, either to become teacher for primary school (age 6 to 10) or secondary school (age 10 to 19), both with a 240 EC Bachelor of Education and a 60 or 90 EC Master of Education. This includes also the abandonment of the former teaching profession for children with special needs and inclusion. Instead the 240 EC Bachelor Curriculum for primary school teachers has to include 30EC with the focus on inclusive education. These contents - based on the three dimensions and six areas of the Index of Inclusion - are intended to cover such as migration, gender and disability and are mandatory for all students.

In addition, our students have the possibility to apply for a 60EC specialization in Inclusive Education with the focus on disability as part of their 240 EC Bachelor. Working on this curricula, the KPH Vienna/Krems had to consider which priorities are to be set. We realized, that the main focus are the students who – apart from acquiring the relevant competences in professional subject knowledge and professional didactics – should also further develop an understanding of an inclusive school system on an informal level. “In our personal opinions, in order to create effectively inclusive classrooms, they need to be based on equity (Everyone gets what he or she needs) rather than equality (Everyone gets the same). At first glance, equality may seem like the appropriate way to approach public education. All students should receive the same education, same access to resources, same amount of teacher interaction time, etc. After all, that is fair, isn’t it? We would have to disagree. In the case of inclusion, we think that it is ethical to provide each student with the necessary resources and instruction that will allow them to be successful. For some students, they may need very little, whereas others may need extensive amounts of extra support. For this reason, it appears obvious that a classroom based on equality rather than equity cannot be one that is effectively inclusive”.

It is our own understanding, that teachers have to realize the educational access to an inclusive school system and therefore reflect on their own attitude to heterogeneity. In the publication of the European “Improving the Quality of Teacher Education (3/08/2007)” states that teachers have a key role to play in preparing pupils to take their place in society. Realizing that our primary school students have different previous experiences with inclusive education – some had been in inclusive classes as pupils themselves, others haven’t had any contact to children with special needs – the development of their personality has to play an important role in their studies.

Therefore based on the Dohems definition (2001), which identifies “informal learning as a major aspect of all self-learning processes in real-life situations outside the formal educational system”, school placements within the practical pedagogical studies programme are of considerable importance. So, in our curriculum, the students have a weekly school placement from the first week of their study, where they spend the full semester in the same class. The start with specific observations in their classes, guided by the classroom teachers, who had a special training as mentors and lecturers of our university college. Soon they take over a short sequence together with the class teacher, which they have to prepare competence-oriented according to a precise concept, we have developed. So, at the end of their second semester, they should be able to teach one lesson (50 minutes) in the class, where they are supported and accompanied in the preparation by their lecturer and classroom teacher.

We try to offer all our Primary school students (approx. 240 students each year) the possibility to have one school placement in the early stage of the study in an inclusive class. We found a very good article in the Guardian (10th February 2009), which confirmed us in our approach. “Even though many of these trainee teachers will not end up in SEN settings, Cox hopes that one result of their experience (in schools) will be to understand far more about how to include pupils with SEN, rather than simply trying to integrate them into what the rest of the class is doing. Given that a far wider range of children with diverse needs is now being accepted into mainstream schools, the skills the Worcester trainees are developing could make a big difference to those pupils experience of education, she says. This is significant, says Peter Clough, professor of inclusive education at Liverpool Hope University, “given that the calls for inclusion in schools sometimes satisfy the ideological needs of academics more than they do the educational ones of people with learning or other difficulties”.

As a result, this informal learning in the classes offers our students a wide range of experience with children with SEN and migration background and allows a reflective access to the responsibilities teachers have in an inclusive system. At the end of the first year with our new curriculum we see a wider demand from students for school placements in inclusive classes and also a high demand for the 60EC specialization in Inclusive Education. It is our belief that informal learning therefore is an important element for developing a positive basic understanding for an inclusive school system.

THOMAS SCHREI

Towards quality physical education in Ireland and Switzerland

*The printed version of this article omits Ms Magali Descoeuadres as co-author.
The omission is regretted.*



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ABSTRACT

La qualité dans l'enseignement de l'éducation physique était le thème d'un programme d'échanges, impliquant des étudiants en éducation physique (6) et des professeurs (2) de Suisse de la HEP Vaud et d'Irlande de St Patrick's College, DCU et ce dans le cadre du Projet PEERS dont le but est de stimuler la collaboration sur des thèmes du monde de l'éducation. Ils ont examiné les politiques et les pratiques relatives à l'enseignement de l'éducation physique aux enfants (7-15 ans) en se basant sur différentes sources (UNESCO, 2015 ; Qeps.ch, 2011 ; NCCA, 1999). Le projet a également inclus l'observation d'enseignants dans des écoles de Dublin (Irlande) et dans des écoles du canton de Vaud (Suisse) pendant qu'ils enseignaient l'éducation physique. L'accent a été mis sur la réflexion commune sur les dispositions mises en œuvre pour la qualité de l'enseignement de l'éducation physique dans les deux pays mais aussi sur le partage d'expériences culturelles. Les étudiants ont documenté leur apprentissage dans le cadre de leur travail de fin d'études dans les deux universités. Une interview finale a été menée par les professeurs pour analyser les perceptions des étudiants par rapport à leurs apprentissages dans le cadre du Projet PEERS, étayant le concept de devenir des enseignants dans un monde global.

Quality Physical Education was the theme of an exchange programme involving teacher education students ($n=6$) and university lecturers ($n=2$) from Switzerland (HEP Vaud) and Ireland (St. Patrick's College, DCU) as part of the PEERS Project whose aim is to enhance collaboration on educational themes. They examined policy and practice related to teaching physical education to children (7-15 years) informed by literature (UNESCO, 2015; Qeps.ch, 2011; NCCA, 1999). The project involved observation of teachers in Dublin (Ireland) schools and in schools in Vaud (Switzerland) as they taught physical education. A key emphasis was on reflecting together on the provision of quality physical education in both countries while students also shared cultural experiences. The students documented their learning as part of their final year coursework in both the Irish and Swiss universities. A final interview was conducted by the university lecturers investigating the students' perceptions of their learning from the PEERS project underpinned by the concept of becoming global teachers.

Introduction

Quality Physical Education (PE) was the theme of an exchange programme undertaken during 2015-2016 involving students and lecturers from Switzerland (HEP Vaud) and Ireland (St. Patrick's College, DCU) as part of the PEERS Project. A group of six students who were studying to become teachers (three final year undergraduate Irish students and three Masters students from Switzerland)

and two teacher education lecturers (one Swiss, one Irish) observed policy and practice related to teaching PE to children ranging in age from 7-15 informed by literature related to quality PE (UNESCO, 2015; IPPEA; AfPE; Shape America; qeps.ch, Mise en oeuvre d'un instrument national d'observation de la qualité de l'éducation physique et sportive, 2011). The study visit involved spending one week in Dublin and one week in Vaud.

The question that students strived to answer was: how do programmes of PE in Ireland and Switzerland meet the requirements related to quality outlined by global and national organisations? (UNESCO, 2015; IPPEA; AfPE; Shape America; qeps.ch, Mise en oeuvre d'un instrument national d'observation de la qualité de l'éducation physique et sportive, 2011). Factors that are important in designing programmes of quality PE include the amount of physical activity in lessons, the importance of questioning and demonstration in lessons and assessment of students' achievements.

The PEERS project work

The students (n=6) and lecturers (n=2) observed teachers in three Dublin (Ireland) schools teaching games and gymnastics. Four months later they observed four lessons in Vaud (Switzerland) schools with a focus on gymnastics and games. Before they observed the lessons they engaged in discussion and decided on the elements of teaching physical education that they would observe: (a) teaching strategies in PE lessons, (b) assessment of children's achievements and (c) promotion of physical activity in lessons. Each of these elements became a focus for students as they recorded some video clips of lessons as well as making field notes related to the lessons that they observed. Throughout the study weeks the students and teacher education lecturers had informal conversations about the lessons that they studied. At the conclusion of each week the lecturers and students scheduled a formal meeting where they shared reflections on the lessons observed relating them to the literature on quality physical education. A key emphasis was on reflecting together on the provision of quality physical education in both countries while students also shared cultural experiences (reported below). A final interview was conducted with the six students investigating their perceptions related to their learning from the PEERS project.

Observations of teachers teaching PE lessons in Irish and Swiss schools

The students documented their learning as part of their final year coursework in both the Irish and Swiss universities. Relating to their topics of investigation, students reported key findings. On assessment, for example, one student reported that *'I noted teachers communicated the learning outcomes to the children as an effective method of assessment for learning... questioning was also effectively used to examine children's prior knowledge, to allow them to consider their actions and techniques and to check the children's learning at the end of the lesson'*

The outcome of a discussion between an Irish student and a Swiss student is reported below:

'we agreed that the questioning and discussion facilitated by the teacher in this lesson was successful in prompting the students to think critically and reflectively about how they play the game of handball... The children drew pictures showing where the player should be and where the ball should be. The teacher talked to the groups as they were doing this, providing further questions to scaffold their thinking'.

They noted that the teacher that they observed while facilitating brief discussion, questioning and explanation was still managing to promote high levels of physical activity which were measured and compared with the levels in the other lessons by the students.

Another student observed how children were involved in setting up equipment, how teachers established routines related to class management and how teacher behaviour influenced the 'climate' for learning. *She spoke of the importance of the 'handshake...ensuring the lesson ended on a positive note' and the positioning of the teacher to ensure that 'all students are in sight and ...scan the area often to ensure everyone is on task'.*

It was interesting to note that the lessons observed led students to conclude that even the beginning teachers can apply the recommendation that children should be active for 50% of lesson time. To enhance physical activity levels the students concluded that teachers should be advised to give 'quick but clear instructions' and to plan lessons carefully to avoid inactivity. Furthermore in comparing lessons taught by expert teachers and trainee teachers in the Swiss context it was reported that expert teachers lose less time giving instructions (20% lesson time) than trainee teachers (28%). Having observed games lessons being taught, the students concluded that learning games by playing the game itself yielded high levels of physical activity within lessons.

The process of engagement in the PEERS project: teaching PE

As the observations of lessons were undertaken prior to the final placement in schools for the Irish students they reported that the practices they saw informed their teaching on their final placement related to their areas of investigation. Students in both countries reported that they benefitted hugely from the opportunity to see the practices in their own country and in the country that they visited. One lecturer commented:

Although there were differences between the Irish and the Swiss students...some were training to be generalist teachers others to be specialist teachers, some were undergraduate students, some were postgraduate students... yet they shared the same goal: that children learn during the PE lesson...[there were] lots of differences but the same goals [extract from final audio recorded interview].

The process of engagement in the PEERS project: the global teacher teaching in a global world

The cultural exchange varied from experiencing hill walking, skiing, ice skating and gymnastics to visiting a church, a brewery, a chocolate factory, a thermal bath, an ice hockey game, a musical performance and a museum. All students and lecturers agreed that these were very significant in terms of sharing cultures and allowing time and space for students and lecturers to meet and discuss shared interests while the hosting in homes was also significant.

With regard to the focus of the PEERS project on preparation of global teachers to teach in a global world, the final interview involving students and lecturers was audio recorded. Some interesting points emerged

- We have ‘many similarities and some differences...in sport, we have national sports and yet we have so many international sports...each can be shared’ although there were reservations related to the need for specialist knowledge to teach national sports
- The importance of ‘preparing children and young people to live in the ‘global village’ with particular reference to teaching them a wide variety of skills adaptable for living in any part of that ‘global village’
- The advantage that PE has...young people can learn dances from different countries for example, movement can help us get over language barriers that might exist...in some ways ‘movement is the language that brings different cultures together’
- In Vaud, there are ‘significant PEERS links with other countries...through physical education and sport’. The Dublin-Vaud link is a valuable cultural and educational experience.

Such a significant contribution by teachers in Ireland and Switzerland should be acknowledged: we are very grateful to the teachers who co-operated with this project in Dublin and in Vaud. They welcomed us to observe their lessons and to engage in discussion with them about their teaching. The value of our PEERS link cannot be overestimated: it represents one significant step in bringing us closer to becoming global teachers linked through our shared interest in physical education and sport underpinned by our desire to explore it further.

FRANCES MURPHY

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The relationship between physical activity and cognitive abilities



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ABSTRACT

L'activité physique apporte plusieurs effets positifs sur notre condition physique et sur notre santé. Ce sont les habitudes et les comportements liés à la santé qu'il faut faire connaître aux petits enfants pas à pas, particulièrement par l'exercice régulier. Le lieu de développement de ce processus – en dehors de la famille – se déroule dans l'école maternelle et primaire ou bien dans les activités sportives parascolaires. L'activité physique a une incidence non seulement sur la santé physique et mentale mais aussi sur le développement cognitif de l'enfant (par exemple: l'attention, la mémoire, la réussite scolaire). Dans cette étude qui est à la fois un aperçu historique sont examinées ces relations et des exemples concrets et pratiques sont donnés pour montrer l'actualité et l'importance de ce thème.

Feeling of efficiency and inefficiency are often discussed by those who have to tackle mental exercises while undertaking physical exercise simultaneously. For instance, it is common knowledge among the elite athletes that warm-up exercises can help them give a better reaction to the start signal; moreover, soldiers often complain about the inability to make decisions while carrying heavy loads or walking for a longer period of time. And the elderly often report that they experience better mental health and autonomy when they take part in regular physical exercise. Despite these accounts and beliefs, the links between the effects of physical exercise and cognitive functions are still the subject of debates among scientists. The body of scientific evidence that demonstrates the positive relationship between physical activity and mental health is growing rapidly. Physical exercise is often recommended for individuals, whose aim is to improve their physical and mental health.

Moreover, a recent research suggests that physical activity has beneficial effects on a child's learning skills and academic performance. This notion has had a great impact on the educational settings of western countries, and nowadays it is becoming more and more common in grammar schools to put more emphasis on physical activity. In recent years the school system encouraged – above all – the improvement of academic performance, which resulted in the decrease of PE lessons in schools, which in turn may have caused the spread of obesity among children. Since nowadays it is becoming accepted that a healthy body and proper bodily functions are crucial for better mental functioning, school curricula are changing in a way that they now incorporate physical exercise in lesson plans to a greater extent.

But how can it be done most efficiently? What are the key factors that influence a child's academic skills? Such questions may arise when one immerses in the study of the effects of physical exercise. And although the answers to these questions remain speculative, and more research is needed in order to give proper guidelines for teachers about this matter, recent studies provide a fairly clear picture of the type of physical exercise that is needed to improve young people's cognitive functioning (McMorris – Tomporowski – Audiffren, 2009).

It has been demonstrated in numerous scientific experiments that physical activity has a large impact on children's cognitive skills and performance.

According to the literature, it is of great importance to carefully choose the type of exercise according to what the desired aim is. If one wishes to improve the children's academic performance, they must opt for aerobic exercises or other exercises that require the participants to perform vigorous physical activity. It has been shown that children's performance improves when they take part in lessons that include these types of exercises.

Research carried out by the professors of the University of Illinois and Pittsburgh shows that exercise has a beneficial effect on the grey matter (namely, the volume of the grey matter increases as a result of exercise) of those specific hippocampal regions that are responsible for processing novel information. More specifically, this hippocampal region regulates the relationship between the different pieces of information and the whole; therefore it has a crucial role in acquiring and integrating new knowledge in a child's brain.

According to other studies, physical exercise brings about positive changes in the serum concentration of the brain derived neurotrophic factor (BDNF). This type of protein has an important role in neurogenesis, the vitality of neurons, and most importantly, it has also been shown that BDFN is vital for memory consolidation and the synapses that enable the process of learning. Moreover, it helps individuals handle stress more efficiently. The production of BDFN is dependent on one's diet and level of physical activity http://eletmod.hu/tart/cikk/j/0/116994/1/eletmod/Talpra_A_testmozgassal_az_agy_is_fejlodik/

The learning process is mainly influenced by two factors: the ability to concentrate and the person's problem solving skills. These factors can be effectively influenced in a positive way by integrating short bouts of exercise in the lesson plan (Donelly – Lambourne, 2011).

A program called Fit for Learning, which has been introduced in certain grammar schools in England, provides evidence for the efficiency of this method. Children who took part in the program demonstrated less behavioural problems; moreover, it has also been shown that those individuals who took part in the games involved in the program were able to pay more attention during lessons (Blythe, 2009).

According to Sally Goddard Blythe, a child's ability to pay attention depends greatly on their ability to control their own bodily motions. On the other hand it must also be considered that the younger a child is, the bigger their need is to move. Therefore, those children need exercise the most, who find it difficult to sit still and pay attention. This fact is well known among teachers and kindergarten caretakers, so they organize the daily activities in a way that incorporates this principle. The most important task of the educational system is to provide the children with opportunities to be able to grow and develop new practical and intellectual skills. The best setting for this is an active environment.

Everyday PE lessons - should there be additional lessons or should PE lessons substitute math lessons?

The answer depends on the aim of the teacher – if it is to promote a healthier lifestyle among the children, but also to enhance their performance in intellectual tasks, the question arises whether it is efficient to substitute lessons with PE lessons, whose lesson plans are based on exercises that have been shown to be efficient in boosting intellectual performance.

According to recent studies this method might generate positive results. Shephard and colleagues demonstrated that reducing the conventional lessons' duration by 240 minutes a week does not have a negative effect on students' academic performance (Sattelmair – Ratey, 2009).

Which cognitive functions are positively influenced by physical activity?

The literature is consistent about the idea that regular and occasional physical exercise has beneficial effects on the cognitive functions, specifically on the executive functions of the brain.

The executive functions include the regulatory processes, inhibiting pre-potent responses, updating working memory and shifting between tasks or rules (Illinois Public Health Institute; Miyake et al., 2000). These functions play a crucial rule in tackling complex tasks, the development of reading skills and information selection (Tánczos, 2012). These skills and processes can be influenced by certain exercises that focus on the development of good balance and space perception. Moreover, playtime can easily be turned into physical activity as well, by encouraging the children to engage in games like tag or competitions that involve physical activity, such as scooter or bike competitions and hurdles.

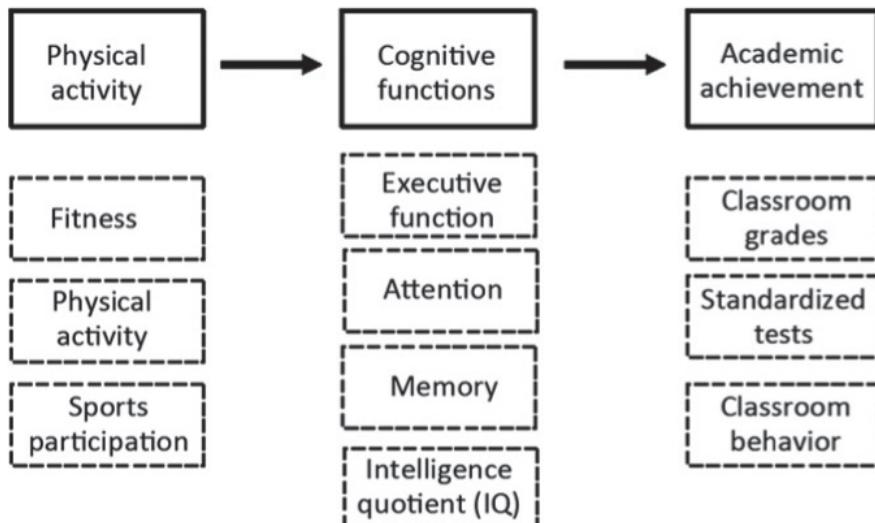


Figure 1. (Howie and Pate, 2012)

The literature shows consistent results about the positive impact of exercise on the executive functions, inhibition and working memory. High-level executive functions are a reliable predictor of school performance, while the characteristics of the working memory can influence an individual's vocabulary and mathematics skills.

The aforementioned theory has been given proof by a program that took place in the UK. In this program the instructors were able to demonstrate that those children who took part in 10 minutes of physical exercise every day demonstrated improvement in reading, writing and drawing skills. The physical activity in this study involved such movements that were carried out by the children in the first year of their lives, at a crucial period of time, when the links between their brain and bodily functions were developing (Blythe, 2009).

Is everyday physical activity recommended?

Numerous health organizations make recommendations about the amount of physical activity that should be performed by a young person. For instance, WHO (2005) suggests that one should undertake physical exercise daily on a regular basis. According to this suggestion, people between 5–18 years are to take part in 60 minutes of physical exercise, whose aim is development, and which includes different types of exercises that are necessary for health conservation.

Conclusion

Figure 1. demonstrates the relationships between different types of exercises, cognitive functions and academic performance.

According to this table, it can be concluded that regular exercise (in kindergarten or at school) and physical activity that an individual undertakes in their free time play a major role in the conservation and improvement of the young generation's health, and the development and improvement of their cognitive skills and performance (Bartha, 2013).

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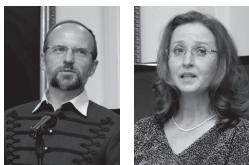
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Rediscovering long-standing values in the teaching of natural sciences



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ABSTRACT

La science d'aujourd'hui (en particulier les sciences naturelles) est le fruit de l'Europe mais en même temps a contribué à la formation de la civilisation occidentale. Les sciences, dont le développement a été à la fois compliqué et cohérent, ont vu augmenter leur influence en particulier grâce aux innovations techniques lors de la révolution industrielle, à leur contribution efficace à la force économique et spirituelle de la civilisation européenne, à leur expansion, ainsi qu'à leur service à l'appétit du gain.

La crise spirituelle, sociale, environnementale et économique du 20ème siècle a soulevé bon nombre de doutes, non seulement du fait de l'utilisation des résultats scientifiques et techniques (énergie nucléaire, espèces génétiquement modifiées, produits stupéfiants), mais aussi en rapport avec la „science pure”. Est-ce que ce ne sont pas, au moins en partie, les sciences elles-mêmes qui avec leurs méthodes bien élaborées ont conduit à la crise actuelle? La crise des rapports entre les sciences et la société observée aux 20ème et 21ème siècles ne sont peut-être pas la cause, mais certainement un indicateur de la crise actuelle de la société occidentale, autrement dit de la société de consommation. La recherche de réponses à ces questions peut éventuellement nous aider à résoudre cette crise ainsi qu'à clarifier les problèmes qui concernent l'enseignement des sciences.

Approaches

One of the well-known attempts of science history writing and science philosophy in the second half of the 20th century is that of Thomas Kuhn, who promulgated the notion of paradigms. He emphasized the role of paradigms in unifying various scientific fields, on the other hand, he also pointed to the incommensurable nature and autonomy of claims based on different paradigms. The Copernican model, for instance, successfully replaced the Ptolemaic system, but failed to refute it in

a logical sense. Imre Lakatos attempted to provide a rational framework for the futile relativism following Kuhn's theory by the introduction of the notion of 'research programmes.' According to Lakatos, there is never a single paradigm which dominates a period, but a number of research programmes which co-exist and compete with each other, although with different odds. Scientific theories are like sprouting trees striving for light in a forest.

They influence each other; however, each of them evolves in accordance with their own internal rules. The leading paradigm (the dominant paradigm at a given time) is going to be the one which can raise more relevant, important and answerable questions, than its counterparts. The geocentric and heliocentric models have simultaneously existed from ancient to modern times, have several common features and are influential to this day. Therefore, one may choose from the programmes (or paradigms): the more favourable one or the more profitable one – but not the ‘more truthful’ one.

Beyond positivism

Nowadays, the positivist system of sciences has been replaced by an array of models, paradigms and traditions. In the place of an ‘impersonally indifferent’ scientific thought, systematic and interaction-based descriptions have appeared. Exceeding the principles of platonic eternal truths and Hegel’s ideology of development, sciences are represented in today’s scientific thought as mosaics of self-organising ideological-sociological systems or ever-changing networks. The differentiation between ‘classical’ and ‘science’ subjects/sciences is gradually losing its purpose, as the philosophy of Descartes, which divides the subject (man) and object (e.g. ‘nature’) of our enquiries has been replaced (or complemented) by the unity and mutual interpretation of the two.

The dismal image which depicts natural sciences subservient to the current political and economic power may be re-shaped by currents of thought which seek the provisions and significance of sustainability, autonomy, the rules of self-organization, health, prosperity, diversity and stability. We have gone beyond the positivist theory, which regards (natural) sciences as the bearers of the absolute truth. Paradigms/research programmes, similarly to branches of arts or different ages, receive a complementary and not a preclusive role. Adopting a systematic approach, sciences also search for functions, i.e. the meaning of the acquired knowledge. This approach may become an organising principle for curriculum management both in public and higher education.

Searching for new ways

The idea of evolution was a turning point in European scientific thought, since, as a result of it, science also came to be regarded as a process. In the 20th century, this historic theory was accompanied by the ecological approach, which studied the unity and interaction between the living creature and its surroundings. Cognitive studies, uninterchangeable and often co-existing paradigms which organise learning and the systematic approach have also enriched the scientific scene. Economic and social changes (energy crisis) have also contributed to the change in the image of nature.

The ‘classical’ view of science (especially economics) considered nature as an inexhaustible source of material and energy, which is impersonal and can be analysed and utilized by any means. By now, the Gaia world view has become accepted, which incorporates restricting development, organisation and self-regulation. We are (also) part of this world view; therefore, its exploitation threatens our existence. Its appearance also marks the beginning of a dialogue between (natural) sciences and theology, if we regard nature as a product of creation and we consider creatures not resources but fellow living creatures. Thus, our existence and knowledge gains a transcendental dimension as well.

The new scientific thought is therefore as follows:

- historic, as it looks at our knowledge as changing mosaics of models and paradigms
- has multiple points of view, for a number of paradigms may exist, even simultaneously
- affected by ethics, as it is based on the assumption that there is a connection between the financing, method and adoption of research, and that starting the research is a moral choice in itself
- holistic, since apart from studying mechanisms, it does not reject questions about the whole and the functions

The old and the new view of science, however, also have common features. Such features are the belief in the organised and knowable aspect of nature (or creation), the intrinsic value and beauty of knowledge, the need for disciplined thinking (acceptance of the necessity of disciplines), and believing that knowledge can enrich our world and further our happiness.

Facts and empirical knowledge are still unquestionable, but it is the epistemic knowledge which determines the selected method, and the method determines the range of observable facts. This attitude compels natural sciences to self-reflect, what is more, to realise their limitations, as it is clear that a single method can only raise valid questions and provide relevant answers from one point of view; solving real problems requires an approach from a number of points of view.

PISA's new world view

In recent years, several fundamental documents of Hungarian public education on natural sciences education have been written with a different approach. There seems to be hope that the everyday practices of pedagogy will also re-interpret the relationship between nature and man, and that the Marxist-positivistic scientific thought will fade, a pillar of which was an unconditional belief in constantly developing science which sooner or later solves all problems.

PISA's 2015 definition of scientific literacy strives to realign a number of goals, since it regards students as informed critical consumers of natural scientific knowledge. They wish to achieve this goal with the help of three major natural scientific competencies: explaining phenomena scientifically, evaluating the results and interpreting data and evidence. These three competencies require the adaptation of the three fields of natural scientific knowledge. These are as follows:

1. The knowledge of the facts, concepts and theories that science has established: content knowledge.
2. The knowledge of procedures and methods on which scientific knowledge has been based, furthermore, the knowledge of procedures for representing and communicating data: procedural knowledge.
3. The knowledge of a variety of scientific enquiry, its possibilities, limitations, adaptability and the role of knowledge in society, which is called epistemic knowledge.

The situation in Hungary

During the course of writing twenty-five course books, our aim was to outline the major research programmes and paradigms which have shaped natural sciences, and which show the internal system and the connections which have formed between them historically. 'Historic' primarily stands for the wide range of the methods of research and enquiry; it is an eternal force motivating us to raise new questions.

Our series of books is unique in the sense that it facilitates the individual learning of different branches of science; it assists the teaching of the sciences, and at the same time indicates how the disciplines build on each other with the help of references and thought-provoking questions. This is what connects our book to everyday problems as well, where the choices we make risk our necks' – at times in a literal sense.

The first volume, Források (Roots), explained the birth of European natural sciences, the second volume, A kísérletező ember (The Experimenting Man), was about nature and the self-reflecting individual in nature. The primary themes of the final volume are the two major issues of modern science: plurality and a historical view. Plurality offers almost infinite possibilities of repetition, whereas a historical view observes non-recurrent phenomena. Modern science attempted to realign these two viewpoints. Its success or failure directly impacts our prosperity, as our numerous efforts culminate in our singular future.

The solution lies in the rediscovery of functions and reason, since this is what moulds a harmonic whole from the plurality of coincidences as history unfolds. This knowledge can be the foundation of a world view which preserves the descriptive methods of science and its explanatory power, but also finds the place of the described processes and forms in the whole of nature. It would seem that this has been humanity's goal since time immemorial. Our culture encompasses the history of sciences, which is a multitude of visionary or failed attempts at seeking or denying reason, from the drawings on shaman drums, buttressing system of cathedrals and Kepler's Laws of planetary motion to the mechanic simulation of our intelligence and Gaia's modern myth.

Our times are in a state where our physical and mental healths are at risk. The crisis is a watershed; it is the realisation that our present lifestyle is not sustainable even in the short run. This differentiation between valuable traditions and self-destructive tendencies requires wisdom and historical knowledge, as this realisation is the ideological foundation of sustainability.

Conclusions

The diverse and interconnected development of natural sciences and the battle of paradigms/research programmes allow us to draw a number of conclusions, which are relevant to challenges faced by public and higher education. They serve as examples for finding pedagogical solutions for global societal-social, ethical and environmental crises.

1. Describing the crisis phenomena is possible with the help of more than one different discipline. The distinct approaches of the disciplines demand harmonization. This requires refining a common framework for the different terminologies and finding connections between the disciplines.
2. The domain of the descriptions achieved through the use of different approaches and methods is limited, and at the same time the meaning of the terms used often surpasses the intentionally constricted domain of a discipline. It is this revelation that may provide a possibility of connection and co-operation.
3. The historical approach is an important means of interdisciplinarity in this correlation, which, first and foremost, helps to define the domain by reflecting extensively on research methods.
4. All of this may be achieved in an educational framework through effective co-operation between teachers and teaching tools. While preserving the internal logic of each subject, the connections can and should be found. These connections, like 'great science,' draw the attention to the relationship between subjects during lessons. This kind of concentration can only be effective if it holds relevance in the assessment of the student as well. This means that it is not enough to attract students' attention; the task of revealing connections should not be neglected by writers of curriculums, teachers or providers of teaching tools.

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100 Pupils, 3 Countries, 1 Planet



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Introduction

The following is an account of an international cooperation project between two teacher education institutes, one in Haderslev, Denmark at University College South Denmark and the other in Lausanne, Switzerland at HEP Lausanne. Involved in the project were three teacher-students and a college teacher from each country. The concept behind the project is that students from different countries collaborate in creating and utilizing teaching materials. Our efforts resulted in a portfolio that focused on the subject of sustainable development. This portfolio was then used for teaching in Switzerland, Denmark and Greenland, because one of the Danish students had a practicum in Greenland. The initial meeting was in November 2015, in Denmark, where five days were devoted to producing the portfolio. The students then returned to their respective countries to complete the trial portion of the project in their own classes, meeting again in April 2016, in Switzerland, to evaluate the project. This article will consist of a brief description of the portfolio, followed by our reflections and learning experiences associated with the project.

Portfolio

The title of the portfolio is *100 Pupils, 3 Countries, 1 Planet*, since it is all about working together and taking care of the world we live in. The pupils, in small groups, had to identify a problem regarding sustainable development in their lives or local area. They then had to design a sustainable solution to their problem. Finally, they had to present both problem and solution in a three minute video to be shown to the pupils from the other country. In that way, the pupils had to not only improve their awareness of sustainable development, but also learn how to communicate with other children in a context where there is no mutual first language.



Comparison of Swiss and Danish School Systems

The student-teachers encountered challenges, predominantly associated with creating learning material appropriate for pupils in all of our respective countries. The Danish and the Swiss school systems are very different. In Switzerland, the pupils are required to be graded on most of their work, whereas in Denmark, the pupils are not graded until their last years of primary school. Whether projects are graded or not influences how you present and teach the material. Therefore, the teaching material had to be sufficiently flexible to support both school systems.

A second difference is that the Swiss school system is based on a state controlled curriculum, which leaves less freedom for the teachers and their pupils. That, in combination with the many grades, creates an environment where the pupils are used to working in a more controlled and focused manner. The Swiss teacher-students were aware of the potential challenge that their pupils might not have the necessary creative and innovative skills to succeed on this project. For the Danish teacher-students the concerns were the complete opposite. Danish pupils are accustomed to an abundance of freedom and creativity in school, but that can result in a lack of focus and direction. Would the Danish pupils be able to work sufficiently in-depth with the project? We had to find a balance where the portfolio would provide the necessary support for both of these challenges. Throughout this process we all gained new insights and new ideas for our future profession as teachers.

International Cooperation

The extraordinary aspect of being involved in a project like this one is the potential for beneficial collaboration between universities on an international level. It creates the framework for participants to learn from their counterparts in similar situations, see how they overcome challenges and thereby reflect on our own processes. One of the sources of success in this project is that the people directly involved are committed to the mission of improving school systems around the world. If we had gone into this project with the mindset of "We are right and they need to learn from us", the whole project would have been a fiasco. Instead we all embraced this opportunity to learn from each other and thereby improve our own practices. This mutually supportive mindset was the cornerstone of the positivity that made this experience so unique and valuable.

We mention this because this project was extremely rewarding both professionally and personally. At our last meeting together in Switzerland this past spring we discussed plans and opportunities for future projects. How could we improve our portfolio or alter the subject from sustainable development to another topic, such as a good life or what it is to be happy - the possibilities are nearly limitless. Future exchanges or visits to the other country could be arranged using contacts already established. Being involved in a project such as *100 Pupils, 3 Countries, 1 Planet* has been such a positive opportunity that we would recommend participation for any teacher-student who has not only a passionate desire to reach out into the world to receive the best of other countries, but also to offer their best to the world.

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JOËL CHRISTOPHER BARRY HANSEN

An account: Teacher staff midweek - sustainable development, Santarém, 14-16 March 2016



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In March 2016 Tine Van den Eynde and myself parted for Portugal. We both lecture at Thomas More in Mechelen, at the teacher training Department. We were going to attend a teacher staff midweek on Sustainable Durability. Upon arrival we were warmly welcomed by Georges Camacho, our host. We quickly met six other enthusiastic colleagues, each of them bringing along a diverse and varied background and experience.



The programme was dense, full and inspiring. During the first day we were indulged in the Lisbon context of NGOs, city-council activities and we visited a environmental center close to town. This input was what we used to work with the following days to set up and discuss future project proposals. Simultaneously, the incoming lecturers disseminated their expertise, and also taught guest lectures to the students present. The dissemination of the cultural and gastronomical richness of Santarem was not forgotten neither. This was truly an added value to this trip: the informal moments allowed us to share and explore the differences and similarities in approaches in teacher trainings all over Europe. The concluding phase of this trip was structured as follows: a colorful schematic figure was created, planning the implementation of sustainable durability in education, in close connection to a vision for future plans and collaborations. To be continued!

JOOST HANSEN

Stimuland: Is it wrong to wish on space hardware?



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ABSTRACT

For decades the material environment of schooling and education is seen as merely the background for learning. The past two decades slowly but surely things have changed. Today it is possible to speak of a pedagogy of space and place or a material turn in education. In this article we give a very brief overview of this pedagogy of space and place and show the results of a design exercise for an Early Childhood laboratory classroom at our teacher training campus in Mechelen.



Introduction (to Billy Bragg)

"I saw two shooting stars last night; I wished on them but they were only satellites; Is it wrong to wish on space hardware; I wish, I wish, I wish you'd care" the English singer-song writer Billy Bragg sings in his "New England". Like Billy Bragg I don't have the ambition to change the world... but some attention to educational spatial hardware would be nice.

For decades the material environment of schooling and education is seen as merely the background for learning; probably one of the (if not the) most recurrent expressions – or perhaps clichés – in the literature covering this topic. The learning process that takes place in schools was (and is) attributed to the teacher, to the relationship between the teacher and his/her students/pupils or to the learning materials the teacher introduces in the classroom (eg. pictures, building blocks, books). The place where learning takes place, has been forgotten. In other words, education can take place everywhere.

From environmental blindness to a pedagogy of space and place

In most cases schools and classes are seemingly always already there. They are silent witnesses or still standing ruins of historical school battles and pacts, ambitious/populist governments and seemingly progressive thinkers, school directors, etc.. Teachers are subjected to the materiality of the school. The regime of the class room is so stringent we, or most of us, have difficulties to reflect, rethink or re-invent the built environment of the school. Maxine Greene, drawing on Virginia Woolf, reminded us of how we become immersed in the "cotton wool of habit". Fisher uses "spatial unconsciousness", "deep spatial silence" and "environmental blindness" regarding the neglecting of the place where education takes place. The individual classroom has seemingly remained unchanged since the Industrial Revolution, with spatiality playing an almost sinister, silent and subconscious role in schooling. It (the class, the school) is like it is, it always has been and will probably always be this way.

Place is the ‘thing’ where schooling takes place, nothing more, even less. Lippman discusses this topic by addressing the physical environment as solely “the backdrop for learning”. Place or space as starting point or mediator for learning at school has been neglected for a long time, so it seems.

The past two decades slowly but surely – initially under impulse of environmental psychology – things have changed. From many different corners within the (social) sciences, environmental psychology, history, educational sciences, philosophy, anthropology, geography, feminist studies, disability studies and architecture, space is getting a more dominant place in education and elsewhere. The many recent literature reviews and studies on the topic show a profound academic interest in the relationship between schooling, education, learning and place. Today it is possible to speak of a pedagogy of space and place or a material turn in education.

This so called ‘pedagogy of space and place’ takes explicit interest in the materiality and physicality of education – ranging from the history of the school desk, over lived spaces of children, to the end of school (buildings) in our neoliberal society.

School is cool

There are many different views and research trends within the field of the pedagogy of place and space. It is clear the classroom and school built environment is far more than a container; a space to contain children/students. The social, (inter)-relational, and intersubjective makes places and gives meaning.

Within the field of Early Childhood Education there has always been a sensitivity to how architecture and the built environment shapes and teaches the child – a sensitivity that is subsequently lost as the child progresses through the educational system in most schools.

The idea within the Reggio Emilio approach of the environment as the third teacher can serve as an inspiration for teachers and designers. The Reggio Emilia approach elevates the importance of the environment by identifying it as a child’s “third teacher,” along with the children and the teacher. Strong-Wilson and Ellis have identified eight Reggio principles as key to the environment as third teacher: aesthetics, transparency, active learning, flexibility, collaboration, reciprocity, bringing the outdoors in, and relationships. The design of a classroom, a school and the different materials within it have influence on the people (children, pupils, students, teachers...) who inhibit it. The built environment for schooling and education is never value free and it does not have to be. The classroom or the school can welcome and discriminate, bound and emancipate, include and exclude, learn and indoctrinate, and everything (in the) in-between. The material culture of schooling can be read as a text (from the staircase to the posters on the wall). It shows dominant discourses and ideas on childhood, education, learning, (hidden) curricula, micro-political processes and relationships between teachers and children/students. Also the words used to describe the educational environment reflects and installs regimes: calling the environment a classroom, a living room, a learning environment, community room, learning center or a play house matters. They are not mere words.

Thinking about the built environment, re-imaging it or finding examples of what schools can look like and be, gives inspiration and acts as a reflector for students, teachers, directors and everybody involved in education. Getting familiar with design literacies (the grammar, vocabulary,...; learning a design language), practicing the aesthetic gaze/lens, becoming sensitive to environments and designs – perhaps by focusing on ‘other’/third places – could help us fully understand the richness of the environment as third teacher.

We began this article by stating that for a long time we were blind for the built environment where school takes place; environmental blindness. Focusing only the potential of the effects of the environment on learning (output) and trying to make it efficient, flexible, pleasing...can create another blind spot. By searching for the ideal learning environment of/for the future we could become blinded by the flashing interior, exterior, virtual, real and blended designs for learning or the bling of so called new learning centers. The risk could be that the school as school (Greek: Scholè) – as free time in which the world is shared and children or young people have the experience of being able to begin – is getting out of our sight.

Stimuland: Designing an Early Childhood laboratory-classroom at the teacher training campus

In 2015-2016 we were offered the opportunity to start a collaboration between the Early Childhood Department and the department of Interior Design at Thomas More Mechelen. Students Interior & Service Design, designed the new laboratory-classroom for future early childhood teachers in collaboration with the teacher department. They conducted research and delivered relevant designs for future proof learning spaces and experiences. This project was part of an international co-operation within GIDE, (Group for International Design Education) an international network of higher education art and design institutions who have, since 2003 collaborated annually in order to enrich the creative and inter cultural design experiences of students. Based on our literature research we gave this international group of students a concept to start from. The laboratory-classroom is:

1. A Place for practice: a space/place to experiment and try with or without children//a place to question one's own ideas and beliefs
2. An in-between space: in-between school practice, classes (theory) and subjective ideas and experiences
3. A classroom: A place where the world can be put on the table // where we can be attentive to the world//where time is free time
4. A pedagogue: More than merely the 'background for learning' but a real third teacher

What the students came up with after 8 weeks of hard work...more than we could wish for. Long live space hardware.

A huge thank you to Levi, Tom & Theophilus, Celina, Yitian & Luisa, Jamal, Jenny, Hanne & Duren, Fleur, Lotte & Shiqi en Heather, Imke & Eline for their designs.

Piet Tutenel



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They are there and we are here



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“They are there and we are here.” A quote by Belal, a Syrian refugee, talking about his family members and the challenges in communicating with them back home. “They are there” is also the title of a 8’ documentary on migration stories. Teenagers who travelled not even a year ago to Europe talk freely about what they like in Belgium, or what they miss. The film, or documentary, is part of a Bachelor Thesis of a student in Teacher Training Secondary Education, Hajra Selak. Having come to Belgium at the age of 12 herself, she feels connected to the young immigrant children in schools nowadays. We noticed all films and DVD’s used in present-day lessons and campaigns show grown-ups talking about being a refugee or immigrant. We hardly found the point of view of stories of a teenager. So we decided to create new material: let teenagers tell teenagers how it was to undertake the migration-journey, which first impression the new school made, and what is similar or different in their home country. In this way we wanted to create lessons on the topic of migration and the refugee-crisis that would inspire the Belgian youth. We focus on the similarities, rather than pointing out the differences when it comes to immigration issues.

For 3 days a group of 8 teenagers discussed the different aspects of being an immigrant in Belgium. We had debating and improvisation activities, we walked and ate together, we played ‘let’s interview each other’ to practice and not be too nervous in front of the camera. Then on the last day, we held personal interviews with all the participants.

They all travelled to Belgium with their parents, less than a year ago. Some came by train, others by car, others by plane. On maps and with pencils every one lined out what route was taken, and we used this visualisation to discuss the emotions linked to the voyage. For some the journey meant sleeping in a car for 2 days, for others there was a funny part to it when the family missed a train, and the brothers Belal and Mohamad tell us they had to walk from Syria to Turkey. A full hour, to be exact, as they lived next to the border with Turkey and in Turkey they could take a bus to Istanbul. Loïc (Cameroon) then tells us he was deeply impressed by the sheer size of the Brussels National Airport upon arriving; he still recalls the size of the airplanes he saw then. And he is still impressed by the fact Belgium has bicycle-lanes, stating this is the main difference with his home country Cameroon.



PHOTOGRAPHY: PHILLIPE SMET

We compared schools and school life as well, and Sandra (Ghana) explains us that the punishment of being spanked on the buttocks is less bad than having a comment written in your logbook by the teacher, as is done in Belgium. School is better here than in Romania, says Laura, because we get more books. Some philosophized about leaving your things, books or even clothes, behind: for clothes it doesn't matter. What is left behind will be too small anyway, they have grown.

They like the new country, language and school, but they miss their friends back home. They miss their family. They miss their houses. Alia (Kyrgyzstan) says: "Yes, I am in contact with my friends back home in Kyrgyzstan, but well, you know, when you are not with them, it is not the same. They slowly start ignoring me. That makes me angry." Or as Belal (Syria) has it: of course we keep in touch with our family in Syria via Skype and Facebook, but it is hard. You know, they are there and we are here. That is hard. Mohamad tells us he hasn't made a lot of friends in Mechelen, and that he has heard nothing of his friends back in Syria.

Summarizing the topics dealt with, Hajra created 4 lessons. The topics are 'Moving', 'Traveling', 'Emigration and Immigration' and 'Social Media'. These lessons each start off with general information about the topic. Then the documentary 'There are there and we are here' is watched, and then Hajra designed either a debate, or a genealogy-tree based on location, or a group discussion. The basic aim is to discuss these elements that are important to all teenagers, regardless of them being a recently arrived refugee or not. In this way, we try to show the child behind the refugee. The teenager behind the immigrant.

The video is in Dutch (the children explain themselves in Dutch already, though only in Flanders for a couple of months !), with both Dutch and English subtitles. Both the video and the lessons designed by Hajra Selak are available upon command.

Cameraman and photographer Philippe Smet made a portrait of all 8 teenagers. During the first screening of the documentary (on an awareness-event organized by Thomas More, on the refugee crisis and its effect on education), these portraits formed an exposition.



NIOMI KELLY

Faut-il encadrer les enfants en leur donnant une structure ou les responsabiliser en les rendant plus libres ?



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ABSTRACT

J'ai eu la chance de pouvoir partir en Erasmus au Danemark. Ce séjour m'a permis de découvrir une autre manière de fonctionner à propos de la responsabilisation de l'enfant à l'école. Dès leur plus jeune âge, les enfants doivent se prendre en charge et s'organiser pour arriver à l'heure au cours. Fini les rangs, ils sont passés à autre chose ! Dans cet article, je compare cette manière de faire à ce que j'ai pu recontrer lors de mes stages en Belgique. Y a-t-il une bonne manière de fonctionner ? Quels sont les avantages et désavantages des deux points de vues ? Est-il possible de passer d'un système à un autre ?

I had the chance to go in Erasmus in Denmark. This trip allowed me to discover another way to run about the accountability of the child to school. From a young age, children must take themselves in charge and organize to arrive on time in. Finished the ranks, they moved on to something else! In this article, I compare this way of doing that I could recontrer during my internship in Belgium. Is there a good way to operate? What are the advantages and disadvantages of the two views? Is it possible to switch from one system to another?

Qu'est-ce que la responsabilité ?

Le dictionnaire Larousse définit la responsabilité comme étant « une obligation ou une nécessité morale de répondre, de se porter garant de ses actions ou celle des autres III ». Il dit aussi que c'est le « fait d'être responsable d'une fonction. Fonction qui donne des pouvoirs de décisions, mais implique que l'on en rende compte.»

« La responsabilité » en Belgique

Ce que je vais décrire ci-dessous, n'est pas valable pour toutes les écoles belges, mais seulement pour celles que j'ai pu côtoyer lors de visites ou de stages dans la communauté de Wallonie-Bruxelles. Dans la plupart des écoles Wallonnes, il y a un système très cadre mis en place. Dès que la sonnerie sonne, les élèves doivent se ranger dans la cour, par deux, classe par classe.

Ils doivent ensuite attendre que leur enseignant vienne les chercher pour les amener en classe. Lorsqu'ils ont cours de gym et qu'ils doivent changer de local, les enfants doivent attendre, en rang, que tout le monde soit prêt. Ils doivent ensuite suivre leur enseignant, en silence, jusqu'au local de gym. Dans certaines écoles, il y a le même système pour se rendre à la récréation. Lors de celle-ci, les élèves sont obligés de sortir de la classe et de rester dans la cour de récréation jusqu'à ce que la sonnerie sonne. Ils doivent ensuite, se placer en rang et attendre à nouveau leur professeur, pour pouvoir entrer en classe.

« La responsabilité au Danemark

Lorsque j'étais dans mon école de stage, plusieurs choses m'ont frappé, car elles étaient fort différentes des écoles que j'ai fréquentées durant mes stages. Ce qui m'a le plus étonné, c'est que les enfants ne se mettent pas en rang lorsqu'ils sont au sein de l'école. Le matin, par exemple, ils arrivent en classe par eux-mêmes. Certains restent dans la cour jusqu'à la sonnerie, d'autres vont en classe et discutent ensemble. C'est assez impressionnant de voir comment ça fonctionne lorsque l'on est habitué aux traditionnels rangs dans la cour. Pour aller d'un cours à l'autre, les enfants partent dès qu'ils sont prêts. Par exemple, s'ils ont cours de gym, et que le cours de français vient de se terminer, dès qu'ils sont prêts, ils quittent la classe et vont seuls au hall sportif. Le professeur ferme en général la marche, mais pas toujours.

Une autre chose étonnante, c'est la récréation. Les élèves peuvent aller où ils veulent pendant les pauses. Ils peuvent choisir de rester dans la classe, dans les couloirs, ou d'aller dehors. Dans l'école où j'étais en stage, mais ce n'est pas le cas dans toutes les écoles danoises, la cour de récréation était ouverte, il n'y avait pas de grille ou de barrière. Cela veut dire, qu'un élève peut facilement sortir de l'école s'il le souhaite, car il n'y avait pas non plus de surveillants dans la cour. Il y a trois professeurs disponibles pendant les pauses dans l'école, en cas de problème, mais pas de surveillant comme on les connaît en Belgique.

Au début de l'année, les professeurs expliquent les règles aux élèves, ils leur montrent les « frontières » de l'école, qu'ils ne peuvent pas dépasser. Les élèves savent qu'ils ne peuvent pas partir de l'école, même si c'est déjà arrivé que l'un d'entre eux parte sans autorisation. J'ai interrogé une enseignante à ce propos, elle a précisé que c'était très rare, mais lorsque ça arrive, l'élève reste dans les environs de l'école et revient toujours.

Pourquoi responsabiliser les élèves, comme au Danemark ?

Premièrement, responsabiliser un enfant, c'est aussi lui faire confiance. Car c'est lui qui sera responsable d'arriver à l'heure au cours et de ne pas traîner en cours de route. C'est un bon apprentissage pour sa vie future, lorsqu'il travaillera ou pour ses études supérieures. Cela lui permettra d'apprendre à s'autogérer. Il est vrai, qu'il y a un risque que des élèves abusent de cette confiance qui leur est donnée. Mais je pense que c'est un apprentissage qui en vaut la peine. J'ai pu observer lors d'un stage en premier primaire que l'enseignante laissait les élèves retourner seuls dans la classe lorsqu'ils avaient terminé leur peinture. Elle leur avait demandé de finir un exercice en attendant son retour. J'ai suivi discrètement ces quelques élèves pour voir ce qu'ils allaient faire. Certains se mettaient au travail et d'autres jouaient dans un coin. Cet exemple illustre bien le risque qu'on prend lorsqu'on donne des responsabilités aux enfants. Mais je pense que ce risque en vaut la peine, car comme tout apprentissage, la responsabilité a aussi besoin de temps pour s'apprendre. Le psycho-rééducateur, Germain Duclos, le confirme en disant que « l'autodiscipline s'acquierte graduellement, sur une période de temps qui va de la petite enfance à l'adolescence ». Il précise encore que « l'enfant n'arrivera pas à maîtriser de tels comportements si les adultes n'exercent pas un certain contrôle sur lui, au préalable, pour le protéger. Ce contrôle amène l'enfant à intégrer un sentiment de sécurité.

S'il ne sent pas cette protection, l'enfant sera anxieux et dépensera beaucoup d'énergie à s'agiter sur le plan moteur ou à se retrancher derrière des attitudes défensives. En conséquence, il ne pourra pas investir cette énergie dans son apprentissage ou dans de bonnes relations avec d'autres. II ». Ces dires sont confirmés par une enseignante rencontrée au Danemark. Elle m'a expliqué que parfois certains élèves profitent de leur liberté, en sortant de l'école sur un coup de colère ou de frustration. Mais ils ne vont jamais très loin, ils savent qu'ils désobéissent mais ils veulent rester en sécurité. L'école et les adultes qui y sont leur donne cette sécurité.

Deuxièmement, donner une responsabilité à un élève plus difficile, permet parfois de modifier son comportement, car il se sent alors investi d'une responsabilité et garant du bon fonctionnement de la classe.

Souvent ces élèves ont besoin qu'on leur fasse confiance. Selon Gérard GRANIER, inspecteur régional français en histoire et géographie, « pour responsabiliser, il faut accepter et organiser une certaine liberté de l'élève : il n'y a pas de responsabilité sans liberté. Or la tendance actuelle, notamment dans les établissements difficiles, n'est elle pas plutôt à la restriction de ces libertés dont certains élèves feraient mauvais usage ? ». Dès lors, ne faudrait-il pas plutôt prendre le risque qu'un élève puisse faire un mauvais usage de cette liberté, plutôt que de priver tous les autres de cette même liberté ?

Il faut bien évidemment qu'il y ait un cadre qui aille de pair avec cette liberté. Liberté ne signifie pas faire n'importe quoi, n'importe quand. Jean-Pierre Obin, inspecteur général honoraire des établissements et de la vie scolaire en France, le précise ici : « Il faut un cadre organisationnel à toute liberté ; et donc un principe d'autorité. Il n'y a pas d'éducation à la liberté hors du principe d'autorité ; accéder à la liberté ce n'est pas jeter l'autorité aux orties ! Liberté et autorité ne sont pas dans un rapport de contradiction, mais sont en réalité complémentaires, certes souvent en tension mais elles doivent pouvoir s'articuler ou se conjuguer. Le travail de l'éducation à la liberté est précisément de savoir comment on autorise, comment on organise à la fois son autorité de professeur et l'autorité de la loi pour permettre d'accéder à cette liberté. » Avec cette liberté vient aussi la responsabilité, un élève qui en aurait abusé, doit en accepter les conséquences. C'est un deuxième apprentissage très important pour sa vie de futur citoyen dans le monde. Afin de permettre à l'enfant d'assumer cette responsabilité, il faut que l'adulte responsable soit constant dans l'application des règles. En plus de cette constance, il est un modèle que vont suivre les enfants. L'enseignant doit être conscient de cette fonction supplémentaire qu'il endosse, car s'il n'assume pas ses responsabilités, ses élèves ne le feront pas non plus.

Les rangs à l'école primaire sont-ils indispensables ?

Tout d'abord, les rangs comme ils sont utilisés en Belgique, apportent une structure à l'enfant. Dès que la sonnerie retentit, les enfants savent qu'ils doivent se mettre en rang, et se calmer tout doucement. Le psycho-éducateur, Germain Duclos, le précise en disant que « les règles de discipline n'ont pas pour but premier d'assurer le bien-être des adultes, mais de protéger l'enfant, de le sécuriser et d'en prendre soin. II »

Deuxièmement, Ils permettent un retour au calme progressif afin d'éviter les bousculades et le chahut lorsqu'il faut retourner en classe. Grâce au rang, l'enseignant peut encadrer et « contrôler » ses élèves plus facilement.

Ensuite, Les rangs sont aussi un apprentissage pour l'enfant. C'est une façon d'apprendre à se maîtriser et à respecter les autres. C'est comme lorsqu'on fait la file dans un magasin, on ne dépasse pas les autres, on ne les bouscule pas, etc. Cependant, en voulant trop guider ou sécuriser les enfants ne finit-on pas par les surprotéger ? Ne faudrait-il pas plutôt leur apprendre à fonctionner de manière plus autonome ? J'ai l'impression qu'on dépense parfois beaucoup d'énergie pour pas grand chose. Lors d'un de mes stages, les enfants devaient se taire dans le couloir en allant à la récréation. Est-ce vraiment nécessaire, alors qu'il n'y a plus personne qui travaille dans les classes et qu'ils crieront de toute façon dès qu'ils auront franchi la porte ?

Est-il possible de passer d'un système à l'autre ?

J'ai interviewé une enseignante danoise à ce propos. Ils ont eu le même système que la communauté française auparavant, il est donc possible de passer de l'un à l'autre. Au Danemark le changement a eu lieu à la fin des années 60 et a continué pendant les années 70. Le contexte de ce changement est donc très particulier, puisqu'il est né d'un mouvement général qui voulait plus de libertés pour l'enfant et pour l'école au niveau de la discipline. Quel a été le résultat de ce mouvement général ? A la fin des septante, les formalités disparaissent petit à petit et les rangs aussi. En 1975, un décret inclut ces changements et souligne l'importance du développement de l'enfant comme citoyen du monde.

Le changement est donc possible ! Mais est-il possible de l'appliquer en Belgique dans un contexte différent ? Il est clair que cela demanderait une transition de plusieurs années afin de le faire de manière progressive. Mais je pense qu'il est possible de l'appliquer au sein d'une école, si toute l'équipe pédagogique de l'école, le directeur et le pouvoir organisateur le mettent en place. Car c'est avant tout une décision à prendre avec toute l'école, il serait difficile de l'appliquer dans une seule classe. J'ai demandé à Lise, enseignante à la « Krsitne Friskole » au Danemark, ce qu'elle penserait si le Danemark revenait à l'ancien système (le même qu'en Belgique). Elle n'en voyait pas l'intérêt puisque leur manière de faire fonctionne très bien, et que les enfants sont habitués au système danois. Mais elle a précisé que parfois ça l'arrangerait d'être dans un système plus cadré, car ce serait plus facile pour elle. C'est une manière d'être certain que tout le monde soit là au bon moment. Cependant, elle pense qu'il est important que les enfants apprennent à interagir dans la société, sans être des robots. Car on se range peu en rang dans la vie de tous les jours, sauf pour faire la file au magasin, etc. Quand est-ce qu'on se met en rang pour aller d'un point A à un point B ?

En conclusion, les deux systèmes se défendent sur certains points et contiennent tous deux des inconvénients. Cependant, si le choix m'appartenait, il est clair que j'opterais pour le système danois, qui pour moi a plus de sens. Car le but de l'éducation c'est de responsabiliser et de d'apprendre l'autonomie aux enfants et pas de les formater comme des robots.

Claire De Lovinfosse

An- nounce- ments

Conferences

11/9 – 16/9/2016

Society for Intercultural Pastoral Care and Counselling Ghent: International Seminar
Care and Counselling as Social Action. Interreligious Cooperation in Urban Migration Contexts

*Info and registration:
www.sipcc.org*

March 2017 (tbc)

Thomas More Mechelen:
“The Body in Teaching”
 conference

23/11 – 25/11/2016

The Independent Academy for Free School Teaching Ollerup (Denmark):
International Conference Togetherness as motivation - a 21st century skill?

*Info and registration:
www.togetherness.dk*

Staff Weeks

4/10 – 7/10/2016

Artevelde University College Ghent:
Staff week on Inclusion

29/5 – 2/6/2017

Artevelde University College Ghent:
Staff week on ECHE

3/4 – 7/4/2017

Pädagogische Hochschule Steirmark Graz
 (Teachers and administrators)

9/16 – 0/16

Haute Ecole Léonard de Vinci invites 5-10 teachers to the program on comparative education

20/2 – 24/2/2017

Haute Ecole Libre Mosane Liège: “Let’s integrate differences” would also welcome further 2 teachers

Program information

INHOLLAND University
 School of Education Noord:
 Minor for Early English (15ECTS) and
 Global Education (15ECTS)

Haute école pédagogique du Canton de Vaud (Austria): Peers-project is ongoing,
 Summer university with Bangalore,
 Summer university with Canada

Haute Ecole Léonard de Vinci & Haute Ecole Namur - Liège - Luxembourg (Belgium): Joint Erasmus+ module in English, to be continued in 2017, also practice in schools with CLIL (also available in French speaking schools), assignments depend for what they study at home. The language level must be B2 at least.

Haute Ecole Léonard de Vinci (Belgium): international certificate in comparative education (see folder): 6 weeks courses, 6 weeks of training, research and teaching practice in Belgium (in French or in English) and 4 to 8 months abroad for courses and practice!

An- nounce- ments

International weeks

7/11 – 11/11/2016

Apor Vilmos Katolikus Foiskola

20/3 – 24/3/2017

University of Stavanger

18/4 – 21/4 2017

Haute Ecole de Namur-Liège-Luxembourg

12/12 – 16/12/2016

Karel de Grote Hogeschool - Antwerp

27/3 – 31/3/2017

Thomas More Mechelen

18/4 – 21/4/2017

Pädagogische Hochschule
Schwäbisch Gmünd

6/2 – 10/2/2017

Haute Ecole Léonard de Vinci
Catégorie Pédagogique

3/4 – 7/4/2017

Inholland University School of Education
Noord PABO

23/4 – 27/4/2017

University College Syddanmark

20/2 – 24/2/2017

Haute Ecole Libre Mosane, HELMO

3/4 – 7/4/2017

Pädagogische Hochschule Steiermark

24/4 – 28/4/2017

Institut Catholique de Paris

27/2 – 3/3/2017

Universidad Católica de Valencia
San Vicente Martir

17/04 – 21/04/2017

Escola Superior de Educacao de Santaréém

15/5 – 19/5/2017

Haute Ecole de Namur-Liège-Luxembourg

15/05 – 19/05/2017

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