

journal
de l'association
comenius journal
of the comenius
association № 28

— September - 2019



DSE

and

Journal de l'Association Comenius
Journal of the Comenius Association
no 28 – september – 2019

Guest Editors

George Camacho
Instituto Politécnico de Santarém
Escola Superior de Educação de Santarém

Responsible Editors

Board of the Comenius Association,
Represented by Geneviève Laloy, President

Language Editors

Chantal Muller
Haute École Namur-Liège-Luxembourg
Geneviève Laloy
Haute École Léonard de Vinci
George Camacho
Instituto Politécnico de Santarém
Monika Becker
University of Education Schwäbisch Gmünd

Layout

Miguel Lourenço
miguelourenco_3@hotmail.com

The views expressed in this journal are the sole
responsibility of the individual authors.

ISSN 2033-4443

Journal de l'association Comenius Journal comenius

September 2019

PRESIDENTIAL NOTE	2
PERSPECTIVES: DIGITAL SOCIETY AND EDUCATION	4
- THREE NEW PILLARS OF DIGITAL EDUCATION	5
- DIGITAL TECHNOLOGIES AND VIRTUAL LEARNING ENVIRONMENTS - ACTIVE METHODOLOGIES TO PROMOTE DIGITAL EDUCATION	8
- ENSEIGNER ET APPRENDRE AVEC LES JEUX VIDÉO DANS UNE HAUTE ÉCOLE PÉDAGOGIQUE?	12
- PRIMARY STUDENTS' CREATIVENESS DEVELOPMENT USING EDUCATIONAL GAMES	16
- TRADITIONAL AND DIGITAL STORYTELLING TECHNIQUES IN EARLY FOREIGN LANGUAGE TEACHING	20
- CREATIVELAB_SCI&MATH: OPEN EDUCATIONAL RESOURCES IN TEACHER EDUCATION	23
- COOPERATION BETWEEN PRE-SCHOOL TEACHERS AND PARENTS OF 5-6 YEAR-OLD CHILDREN USING GROUP'S WEBSITE	26
- SOCIAL MEDIA IN THE LIFE OF STUDENTS IN RELATION TO THEIR SELF-WORTH	29
VISIONS AND PRACTICES	32
- GOOD PRACTICES TO HELP OUR COLLEGE STUDENTS TO COPE WITH STRESS	33
- UNE COLLABORATION AU-DELÀ DES FRONTIÈRES: UN ATOUT COMPLÉMENTAIRE DANS LA FORMATION DES ENSEIGNANTS	35
- MAR DE LIXO – UMA EXPERIÊNCIA SOCIAL MULTIMÉDIA	37
WINDOW ON THE WORLD	40
- PALESTINIAN PERSPECTIVE IN DIGITALIZATION OF TEACHER PROFESSIONAL DEVELOPMENT (TPD)	41
MOBILITY EXPERIENCES	44
- COMENIUS WEEK ON TOUR: EXPLORING EUROPE TOGETHER. INTERNATIONAL COMENIUS WEEK IN SCHWÄBISCH GMÜND AND STRASBOURG	45
- ET SI LES ÉCHANGES SE MULTIPLIAIENT D'AVANTAGE?	48
- MY SCHOOL PLACEMENT EXPERIENCE IN A FOREIGN COUNTRY	50
- EVERYTHING UPSIDE DOWN	52
- HAMMERS AND FIRE INSTEAD OF SWINGS AND SLIDES?	54
- SCANDINAVIAN CULTURE AND TEACHING PRACTICES THROUGH CHILDREN LITERACY	56
ANNOUNCEMENTS AND UPCOMING EVENTS	59
- INTERNATIONAL WEEKS	59
- STAFF WEEKS	59
- COUNCIL OF EUROPE	59
- PROJECTS	59
- MEETINGS	59
CONTRIBUTORS	60
PARTNER INSTITUTIONS	65

Presidential Note



Geneviève Laloy

President of the Comenius Association

Head of the International Office
Haute Ecole Léonard de Vinci - E.N. C. B. W
Louvain-la-Neuve, Belgium

“Tomorrow begins today” and what we experienced yesterday, what we thought and experienced in our schools, in our training, has necessarily been caught up in the whirlwind of time, the evolution of our societies, the world in which we live.

Indeed, our generations of professors, international coordinators, directors and social educators who were born in a world that was significantly different from that of our students, and the latter therefore constitute a completely different generation from ours, at all levels, to which we must pay both global and particular attention.

Following an International Research Day on the theme “Digital Society and Education” organized at Vilnius University in September 2018, it seemed appropriate to highlight projects, research and questions around this essential issue. Thus, in this new edition of the journal, various researches are presented with this specific focus on digital societies and the world of education.

The question of the digitalisation of our societies is necessarily a very present aspect in our pedagogical reflection, both among the member institutions of the Comenius Association and among our partners’ partners, from south to north, from west to east. Our societies are of course much more digitalized than they have ever been, and the world of education is strongly affected.

What are the changes in our curricula to keep up with the evolution of the digitalization in our societies? How can we train our future teachers to meet these major challenges? How can we get to know our students better through their relationship to the digital world? How can we become more creative in our training plans? Shouldn’t we rethink international projects more through the prism of digitalization? Do digital societies enable more equitable education systems, more accessible to all? How to keep a critical eye on the media? How to be trained in all the “new” technologies? etc.

The Comenius Association, a European network of teacher and social educator training institutions, must be constantly engaged in reflection and research on important themes such as the one

mentioned above. Thus, working groups have been set up to reflect and act on this subject, at the service of each training institution but also in a transversal way within the framework of our network of pedagogical partnerships.

In addition, the Comenius Association ensures that it is present and active in other bodies to which it is linked, such as the Conference of INGOs of the Council of Europe, EAIE (European Association for International Education), etc. Thus, within the Council of Europe, the issue of the digitalisation of societies is at the heart of some debates and working groups and the Conference of INGOs, to which we adhere through our participatory status, has created a transversal working group entitled “Digital Citizenship” in which we are involved.

In this issue of the journal, the reader will also have the pleasure to discover various testimonies about students and colleagues’ experiences who participated in international projects during the year 2019-2020.

As we have mentioned from year to year, Education in all its forms is essential in the dynamics of change in our societies and we all have, at whatever level, the responsibility and capacity to be the actors of this change.

Within the Comenius Association, our actions focus mainly on the implementation of international projects, the synergy between education actors, the individual and collective mobility of our future teachers and social educators. We wish to give them an opening to the world so that they themselves can be enlightened professionals, capable of decentralization, ready to work in a spirit of interculturality and partnership, ready to support tomorrow’s young citizens themselves.

There is no doubt that with the following pages and the researchers, trainers and students who carry these lines, we will again be inspired to continue our respective commitments.

“Tomorrow starts today”

Geneviève Laloy

President of the Comenius Association

« Demain ça commence aujourd'hui » et ce que nous avons vécu hier, ce que nous avons pensé et vécu dans nos écoles, dans nos formations, a forcément été pris dans le tourbillon du temps, de l'évolution de nos sociétés, du monde dans lequel nous vivons.

En effet, les générations de professeurs, coordinateurs internationaux, directeurs, éducateurs sociaux que nous sommes aujourd'hui, sont en effet nées dans un monde sensiblement différent de celui de nos étudiants et ceux-ci constituent donc une toute autre génération que la nôtre, à tous niveaux, à laquelle nous devons porter une attention à la fois globale et particulière.

Suite à une Journée internationale de Recherche autour de la thématique « Société numérique et Education » organisée à l'Université de Vilnius en septembre 2018, il a paru pertinent de faire écho des projets, recherches et questionnements autour de cette question essentielle. Ainsi, dans cette nouvelle édition du journal sont exposées diverses recherches avec ce focus spécifique porté sur les sociétés numériques et le monde de l'éducation.

La question de la digitalisation de nos sociétés est forcément un aspect fort présent dans nos réflexions pédagogiques, tant parmi les instituts membres de l'Association Comenius que chez les partenaires de nos partenaires, du sud au nord, d'ouest en est. Nos sociétés sont bien sûr beaucoup plus digitalisées qu'avant et le monde de l'éducation en est fortement impacté.

Quelles sont en effet les changements dans nos curricula de formations pour suivre l'évolution de la digitalisation de nos sociétés ? Comment former nos futurs enseignants à ces défis de taille ? Comment mieux connaître nos étudiants au travers de leur rapport au monde numérique ? Comment être créatifs dans nos plans de formations ? Ne faudrait-il pas repenser davantage les projets internationaux au travers du prisme de la digitalisation ? Les sociétés numériques permettent-elles des systèmes éducatifs plus équitables, plus accessibles à tous ? Comment garder son esprit critique face aux médias ? Comment se former à toutes les « nouvelles » technologies ? etc.

L'Association Comenius, réseau européen d'instituts de formations d'enseignants et d'éducateurs sociaux, se doit d'être sans cesse en réflexion et en recherche sur des thématiques importantes telle que celle évoquée plus haut. Ainsi, des groupes de travail ont été mis en place pour réfléchir et agir en la matière, au service de chaque institut de formation mais aussi de manière transversale dans le cadre de notre réseau de partenariats pédagogiques.

Par ailleurs, l'Association Comenius veille à être présente et active auprès d'autres instances auxquelles elle est liée telles que la Conférence des OING du Conseil de l'Europe, EAIE (European Association for International Education), etc. Ainsi, au sein du Conseil de l'Europe, la question de la digitalisation des sociétés est au coeur de certains débats et groupes de travail et la Conférence des OING, à laquelle nous adhérons via notre statut participatif, a créé en ce sens un groupe de travail transversal intitulé « Citoyenneté numérique » dans lequel nous sommes engagés.

Dans cette édition du journal, le lecteur aura également le plaisir de découvrir différents témoignages d'expériences vécues par des étudiants et des collègues qui ont participé à des projets internationaux durant l'année 2019-2020.

Comme nous l'avons évoqué d'année en année, l'Education sous toutes ses formes est essentielle dans la dynamique de changement de nos sociétés et nous avons tous, à quelque niveau que ce soit, la responsabilité et la capacité d'être les acteurs de ce changement.

Au sein de l'Association Comenius, nos actions portent principalement sur la mise en place de projets internationaux, la synergie entre acteurs de l'éducation, la mobilité individuelle et collective de nos futurs enseignants et éducateurs sociaux. Nous souhaitons en effet leur donner une ouverture sur le monde pour qu'ils soient eux-mêmes des professionnels éclairés, capables de décentration, prêts à travailler dans un esprit d'interculturalité et de partenariat, prêts à accompagner eux-mêmes les jeunes citoyens de demain.

Nul doute qu'avec les pages qui suivent et les chercheurs, formateurs et étudiants qui portent ces lignes, nous serons à nouveau

inspirés pour poursuivre nos engagements respectifs.

« Demain ça commence aujourd'hui »

Geneviève Laloy

Présidente de l'Association Comenius

GENEVIÈVE LALOY

Perspectives : Digital Society and Education

THREE NEW PILLARS OF DIGITAL EDUCATION



Gabriel Parriaux

Professeur HEP Associé
Haute École Pédagogique Vaud,
Lausanne, Switzerland

Jean-Philippe Pellet

Professeur HEP Associé
Haute École Pédagogique Vaud,
Lausanne, Switzerland

École Polytechnique Fédérale de Lausanne,
Lausanne, Switzerland

Olivier Lévêque

Maître d'Enseignement et Recherche (MER)
École Polytechnique Fédérale de Lausanne,
Lausanne, Switzerland

Julien Bugmann

Chargé d'Enseignement - HEP
Haute École Pédagogique Vaud,
Lausanne, Switzerland

RÉSUMÉ

Le modèle des *Trois piliers de l'éducation numérique* proposé par Paul Kleiner (2014) offre une représentation de l'éducation numérique selon trois piliers que sont la *science informatique*, *l'usage d'outils numériques* et *l'éducation aux médias*. S'il permet de sortir d'une relative confusion concernant les contenus de ce que l'on appelle *l'éducation numérique*, il reste principalement dans une description de l'état actuel du monde éducatif, notamment en Suisse, et connaît des limitations pour présenter ce qui est souhaité pour l'avenir, en particulier le traitement des aspects sociétaux de l'éducation numérique envers lesquels des attentes importantes sont formulées. Les auteurs proposent une version révisée du modèle, les *Trois nouveaux piliers de l'éducation numérique*, dans laquelle les thématiques précédemment appelées *usages d'outils numériques* et *éducation aux médias* sont regroupées en un seul pilier de *littératie numérique*, alors qu'un nouveau troisième pilier apparaît sous le nom de *société numérique*, offrant une place à part entière à l'étude des aspects sociétaux (problématiques, enjeux) qui émergent du fait de l'omniprésence des technologies et des algorithmes dans le monde qui nous entoure.

Computers have been in schools for around 40 years now, and the way they have been considered has varied across time: as a medium to make first experiences of programming, as a tool to produce documents, as support to learn computer science (Sysło & Kwiatkowska, 2015). However, there have been — and in some ways, there still is — a lot of confusion about the meaning of words that are used to define the domain related to the digital, such as *computer science*, *computing* or *informatics*: are we talking about tools, about a “real” science, or about something that enhances learning? In order to get out of the confusion, there have been several propositions to model the content of the field, a model of what we could call *Digital education*.

Three pillars of digital education: the initial model

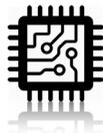
Among those, one model was of particular interest to us: the *Three pillars of digital*

education initially proposed by Paul Kleiner (2014). In this model, digital education rests on three distincts, though porous, pillars. The first pillar is *Computer science*, a scientific discipline that describes the principles that are behind digital information processing. Here we find topics like *algorithms*, *programming*, *representation of information*, *networks*, and *machines*. The second pillar is the *Use of digital tools*, seen as the acquisition of know-how in the use of digital devices or software. It is sometimes called *ICT* and has to do with learning to use any kind of software or hardware that helps produce content and supports learning. The third pillar is *Media education*, a field aimed at decoding the role and language of media, making learners critical about any media or documents.

Three pillars of digital education

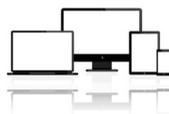
Adaptation of Paul Kleiner's model (2014)

Computer science



Scientific discipline. Describes the principles that rule digital information processing. Discusses the **fundamental concepts** that govern technical devices.

Use of digital tools



Educates to a **relevant use** of digital devices and resources, software and hardware

Media education



Knowledge and skills from the **social sciences** aimed at making each **citizen active, autonomous and critical** of any media, document or device he or she receives or uses.

This model has the advantage to provide a better understanding of the field of Digital education. It was particularly well received in the context of Switzerland where it was proposed by Kleiner probably because of the fact that it properly describes the existing state of Digital education in Swiss schools (even though a large proportion of them may be lacking in the first pillar). Switzerland has one curriculum per linguistic region. The curriculum in the German-speaking part of Switzerland called *Lehrplan21*¹ has a discipline called *Media and Informatics*, which assembles the first and the third pillar. *Use of digital tools* — the second pillar — is considered as a transversal topic under the responsibility of every teacher. In the curriculum that exists in the French-speaking part of Switzerland called *Plan d'études romand*², we find a transversal topic that groups the second and the third pillars called *MITIC* (Media, images and ICT) and no computer science. But a recent reform engaged for this curriculum will bring a new discipline representing the first pillar, missing right now. This can be seen as a confirmation of the adequacy of Kleiner's model to describe the present situation. It is important to note that Media education has traditionally played an important role in the country for many years, as a record of the links that have existed between the media (especially television) and education.

The movement towards teaching computer science in schools and the importance of social aspects

After a period of time during which digital education was reduced to the simple use of digital tools, there have been for some years a real trend towards the introduction of a teaching of computer science, sometimes starting at the primary level³ (Sysło & Kwiatkowska, 2015). Among the arguments for this movement towards computer science, there is the idea that the knowledge brought by computer science has become crucial to understand the world of technologies that surrounds us. It is said that today's kids — future citizens — will require a basis of understanding in computer science to grasp the challenges that we face as society, in the same way they need knowledge in physics to understand the material world around them. So roughly speaking, there is a strong expectation expressed in the politics and the media to introduce the first pillar of Computer science where it still wasn't present, but with an aim at explaining social aspects and bringing solutions to social challenges.

In the Swiss context, some have taken the shortcut to say that regarding the model of the *Three pillars of digital education*, social aspects were the domain of the third pillar of *Media education*. But there is a problem with such an interpretation, because Media education mainly cares about the role and language of media and not about other aspects of the digital world, such as explaining the challenges we face with processes driven by algorithms in many domains. This view is too restrictive. Moreover, Media education has often been taught in the form of an injunctive speech, telling children how to behave or not when surfing the web, trying to get them to adopt moral behavior and bringing few real content and understanding. Research has shown that such a speech has no effect on young people (Capelle, 2018).

Coming back to our model, if it has served to correctly display the state of the present situation of Digital education in Swiss schools, it is problematic and mostly failing to elaborate what we want for the future. We are thus coming with a proposition of a new model, elaborated from the first one, called the *Three new pillars of digital education*.

1 <https://www.lehrplan21.ch>

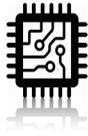
2 <https://www.plandetudes.ch>

3 For a recent mapping of the situation in Europe: http://cece-map.informatics-europe.org/map/informatics_first_contact

Three new pillars of digital education

Proposition of the authors (2019)

Computer science



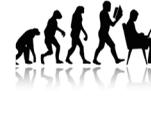
Scientific discipline. Describes the principles that rule digital information processing. Discusses the **fundamental concepts** that govern technical devices.

Digital literacy



Educates to a **relevant use** of digital resources to support teaching and learning. Develops **critical thinking** and awareness about all kinds of digital information, medias and communications.

Digital society



Cultivates and enriches **digital citizenship** through exchanges and reflection on the **impacts of digital technologies** on our **society** and **environment**, all school subjects being concerned.

Three new pillars of digital education: the revised model

In this new model, the first pillar remains as it was in the previous model: *Computer science*. As second pillar, we propose to expand the original second pillar of *Use of digital tools* with some aspects of the original third pillar of *Media education* to call a new and broader second pillar of *Digital literacy*. The aspects of Media education that we move to this second pillar have to do with evaluating the quality and liability of information, validating sources, being aware of copyright and copyleft. Prevention-related content can be dealt with separately in targeted actions, a bit like road prevention. In this way, the third pillar can be transformed into a new topic called *Digital society* whose contents can be completely adjusted to answer the social expectations we have mentioned earlier.

The new third pillar of *Digital society* would discuss and evaluate the impacts of digital technologies on societies, cultivating a digital citizenship. Among the topics to be discussed, we can mention the transformation brought about by considering information as first in relation to material aspects and the revolution it generates in fields as vast as industry, medicine and sciences (physics, biology, human sciences... — Berry, 2018). Further on, it is also the transformation of work, the question of the distribution of

wealth produced by algorithms, the notion of ownership, changes in institutional and political structures, justice, personal data and privacy, not to mention the vital issue of ecology (Abiteboul & Dowek, 2017). Beyond that, it is interesting to see what thinking the world in an algorithmic way teaches us about the structure of the problems to be solved and the properties of their solutions (Christian & Griffiths, 2016).

Regarding the variety of areas concerned by these issues, the third pillar of *Digital society* is likely to be addressed in a large number of school subjects. The computer science teacher is crucial in providing the scientific knowledge necessary for students to formulate an informed opinion on these issues and to go beyond the *clichés* often found in the media. But teachers of other disciplines as law, economics, languages or philosophy are in the best position to discuss issues related to their fields.

Conclusion

We described the model known as the *Three pillars of digital education* and discussed what we consider shortcomings of that model with respect to societal aspects of computer science. We mentioned those aspects as being essential concerns and primary goals of teaching of computer science since primary schools in many current initiatives. We thus proposed here an alternative model to better take those

aspects into account, the *Three new pillars of digital education*. It is a first formulation that should be discussed and further developed. Particularly, the content of the new third pillar of *Digital society* must be elaborated in a more detailed manner.

GABRIEL PARRIAUX
JEAN-PHILIPPE PELLET
OLIVER LÉVÊQUE
JULIEN BUGMANN

References

- Abiteboul, S. & Dowek, G. (2017). *Le temps des algorithmes*. Le pommier.
- Berry, G. (2018). *Hyperpuissance de l'informatique*. Paris: Éditions Odile Jacob.
- Capelle, C. (2018). *Les représentations des risques numériques en éducation: construction de normes dans les discours en circulation*. Numéro coordonné par Vincent Liguète, Monica Mallowan et Christian Marcon, 46.
- Christian, B. & Griffiths, T. (2016). *Algorithms to Live By: The Computer Science of Human Decisions*. New York, NY, USA: Henry Holt and Co., Inc.
- Kleiner, P. (2014). *Qu'est-ce que l'informatique?* Cahiers de la Fondation Hasler.
- Sysło, M. M. & Kwiatkowska, A. B. (2015). *Introducing a new computer science curriculum for all school levels in Poland*. In International Conference on Informatics in Schools: Situation, Evolution, and Perspectives (pp. 141–154).

DIGITAL TECHNOLOGIES AND VIRTUAL LEARNING ENVIRONMENTS - ACTIVE METHODOLOGIES TO PROMOTE DIGITAL EDUCATION



Ana Loureiro

Associate Professor
Santarém Polytechnic Institute
Santarém Higher School of Education
Santarém - Portugal

ABSTRACT

We live in a networked digital society, in an era of sharing and collaboration, made possible by the exponential growth of the World Wide Web, in particular Web 2.0 and Social Web. Digital technologies have been revolutionizing and (re-) shaping society. Education, as a key area of knowledge, cannot be oblivious to these changes, remaining stuck in old habits and methods of teaching and learning.

In order to be effective in today's digital society, citizens must have functional and critical thinking skills related to information, media and technology. For UNESCO, empowering citizens through information and media literacy is an important prerequisite for promoting equitable access to information and knowledge and building inclusive knowledge societies. This empowering can begin within the family, but also, and fundamentally, in a school context. Therefore, it is important that the School is able to respond to this challenge.

In this paper, we will discuss about the importance of collaborative learning and how digital technologies and virtual learning environments contribute towards a digital society.

RÉSUMÉ

Nous vivons dans une société digitalement connectée, dans une époque de partage et collaboration. Ceci a été rendu possible grâce à la croissance exponentielle du World Wide Web, et en particulier du Web 2.0 et du Social Web. Les technologies digitales sont en train de révolutionner et de redéfinir notre société. L'éducation, un des domaines essentiels du savoir, ne peut demeurer insensible à ces changements, en restant attachée à ses vieilles habitudes et méthodes d'enseignement et d'apprentissage.

Pour être efficace dans la société digitale actuelle, les citoyens doivent maîtriser des compétences d'esprit critique en ce qui concerne l'information, les media et la technologie. Pour l'UNESCO, responsabiliser les citoyens à travers la maîtrise du numérique et l'initiation aux media est un prérequis essentiel pour promouvoir l'accès équitable à l'information et au savoir, et pour construire des sociétés du savoir inclusives. Cette responsabilisation peut commencer dans les familles, mais doit aussi se poursuivre, plus fondamentalement, dans le contexte scolaire. Il est donc primordial que l'École soit capable de relever ce défi.

Dans cet article, nous développons l'importance de l'apprentissage collaboratif et comment les technologies digitales et les environnements virtuels d'apprentissage contribuent à cette société digitale.

Students of digital society or network society (Castells, 2005), often identified as digital natives (Prensky, 2001), millennial or generation Y, net generation (Tapscot, 2008) or generation 2.0 (Figueiredo, 2010), were born, grew up and live in the digital age. As stated by Figueiredo (2010), these students live with and in technology. They are individuals capable of easily and naturally performing various

tasks simultaneously (multitasking). With the digital society, and with particular relevance to the facilities offered by the World Wide Web (Web), we can witness another way of learning, based on research and lifelong learning (LLL).

LLL is the pursuit of permanent and continuous knowledge, voluntary and self-motivated, for both personal and

professional reasons, improving social inclusion, active citizenship and personal development as well as competitiveness and employability. Learning is not confined to the classroom, but rather takes place in the varied experiences and in a variety of situations experienced throughout life and continuously. Today's Web is more than just a means of searching for information and social contact, it is also a learning tool that enables other ways to build and share knowledge. For this reason, teachers need to develop other teaching strategies to meet the learning needs of digital age students by developing and enhancing their skills.

These skills are related with:

- digital literacy;
- communication skills (reading, writing, speaking, listening);
- learn independently;
- soft skills (ethics, positive attitude, responsibility);
- work in teams;
- adapt to new circumstances;
- reasoning skills (problem solving and critical, logical and numerical reasoning);
- information literacy (knowing where to go for information and how to process it).

Thus, these changes include the use of digital technologies in learning contexts, namely through the use of online tools and virtual environments, and the change to a game-based learning pedagogy, among others. These areas, as well as the Social Web and Collective Intelligence, have been identified by NMC Horizon Report Higher Education Edition as emerging and of enormous educational potential.

According to Figueiredo (2010), for students of digital society there does not seem to be a distinction between virtual and real. The "virtual" of a computer game that allows them to interact with characters and manipulate multiple objects is much more real to them than the "real" of a story they read in a book. They learn easily in a segmented way, relegating to later the final synthesis, which they build without haste and intuitively. They have much less need

for knowledge to be provided in an orderly and structured manner. But not all students belong to this layer of society, here referred to as generation 2.0. In parallel, we also find digital immigrants (Prensky, 2001), generation X or generation 1.0 (Figueiredo, 2010), who were not born with digital technologies. Technologies were emerging and there was a need for adaptation, learning, absorbing different knowledge.

Today learning contexts go beyond the physical space of the so-called traditional classroom, students have the opportunity to be in constant learning, for example using digital technologies and online virtual environments, enabling real-time collaboration, whether by voice, video, image or text (Rabinovich and Horwitz, 2006). In online environments, the ability to socialize is assumed to be of greater importance, considering it as a key factor for collaborative learning and knowledge building. We understand, in a broad way, that we are facing a collaborative learning situation when one or more people learn or try to learn something together. Thus, a virtual learning environment (VLE) has specific characteristics such as the fact that they are spaces of information and socialization and where students are not only active but also actors. They are not restricted to distance education and integrate multiple tools, complement the physical space of the classroom and are explicitly represented (Dillenbourg, 1999). A VLE is "a set of teaching and learning tools designed to enhance a student's learning experience by including computers and the Internet in the learning process". The use of digital technologies as a way of valuing learning contexts is an added advantage, especially because students seem to have a lot of practice in using them. Students attending higher education after 2000 have been found to need a more active learning environment based on innovative teaching strategies. However, what they often find are strategies out of touch with current reality and their actual needs. Thus, they are asked to sit in lines and attend lectures and collect notes or solve exercises assigned by the teacher; It is a teaching strategy that does not prepare them to be critical citizens or empower them to be autonomous in building their own knowledge. (Bettencourt, 2009). These students are comfortable with just-in-time learning: learning what is needed when and only when it is needed. (Figueiredo,

2010). They live in a multimodal and interconnected society, and for them this way of dealing with information is much more intense and appealing than listening to a single source of information at a time (Veen and Vrakking, 2006).

Much of our daily activity takes place in a digital environment, using online tools and social networks. Social networks of professional, academic or more social or playful nature can be found and are used by almost everyone, regardless of gender, age or social status. As noted by Castells (2005), a network-based social structure is a highly dynamic, open system that is open to innovation and free from threats to its balance. With social networks we can establish a set of connections and relationships based on interests, likes or needs, allowing you to communicate, share, interact and collaborate quickly and from anywhere, as long as we have access to the Internet. In education social networks, web tools, virtual environments and digital technologies have been gradually introduced. As mentioned above, most of our students are from generation 2.0 and as such feel comfortable using these technologies and environments. It is up to teachers to help students use these tools and environments more effectively and optimally. In this way, they reveal to students other ways of use, in order to share information and acquire knowledge through access to a varied and credible set of information and content and experts. This gives students tools that enable them to search, select, share and reuse information. The teacher assumes the role of facilitator, guide and advisor, leaving the student a more active role in seeking information and building their knowledge. These competences are of prime importance, especially because today's society "requires that learners can apply, analyze, synthesize and evaluate information" (Chapman, Ramondt, and Smiley, 2005) when in the workplace.

Initially, higher education institutions (HEI) began using online learning management systems (LMS) and learning content management (LCM) to enable teachers to share documents to support their classes.

Platforms such as Moodle, for example, are now part of the daily life of HEIs, and allow some interaction between teachers and students. However, in this type of LMS, the

student can only share information if the teacher gives him the possibility. This is not always the case, so in most cases students use Moodle to look up documents provided by the teacher or to deliver assignments as if it were a repository of information.

More recently, social networks, web tools and collaborative virtual environments have been integrated into learning contexts, bringing changes such that we no longer imagine ourselves teaching without them. Hargadon (2009) points out three aspects that he considers to define educational social online environments:

- the ability to collaborate with others both synchronously and asynchronously;
- the ability to create a personal profile built solely around educational and curriculum specialties and interests, making it easier to find other people, resources, events and discussions around the same interests;
- the ability to more easily find, organize, manage and share information and content.

We understand that socialization is a key factor for collaborative learning and knowledge building. Thus, and like Palloff and Pratt (2005), we consider that the main benefits of collaborative learning are the development of critical thinking capacity, co-creation of knowledge and meaning, reflection and transformative learning. However, the social component, often referred to as important for gaining new skills and learning, is not a key factor in LMS platforms such as Moodle, which focuses more on content distribution and management. Socialization is the essence of social networking and is a success factor for the social web.

As we mentioned earlier, these social networks are widely used by students, although not always with a learning perspective.

In fact, digital technologies and online virtual environments bring various learning benefits to students, which can be summarized in five strands (Kreijns, Kirschner and Jochems, 2003; McLoughlin and Lee, 2007):

- Participatory learning, by encouraging participation in content creation and editing;

- Collaborative learning, provided by collaborative knowledge building, where the information shared by each individual can be recombined to create new forms, concepts, ideas, mash-ups and services;

- Autonomous learning, with the aim of sharing, communicating and discovering information in learning communities;

- Ability to communicate and interact, generating richer opportunities through socialization and community integration of learning;

- Lifelong learning by developing digital skills and joining the wisdom of the crowds.

Digital technologies and virtual learning environments enable students to shift from being mere passive recipients of information and knowledge to being active and reactive - seeking, creating, sharing and commenting on content and contexts, contributing to mass collaboration (Tapscott and Williams, 2008) or collective intelligence (Lévy, 1997) and for a wisdom of crowds (Surowiecki, 2005). Mass collaboration is based on transparency and trust among peers, where everyone contributes to the same end. There is a sharing of information and content that can and should be commented on and improved by the group, contributing to the whole. Bradley and McDonald (2011) described the cycle of mass collaboration in which a large and diverse group of individuals engages and contributes positively to a common purpose. Reinforcing the idea that the whole is better than the parts, comes the concept of wisdom of crowds that argues that "If you put together a big enough and diverse enough group of people and ask them to 'make decisions affecting matters of general interest', that group's decision will, over time, be 'intellectually superior to the isolated individual', no matter how smart or how well-informed he is" (Surowiecki, 2005).

The use of collaborative virtual learning environments offers students and teachers the essential means to coordinate their interactions in the same virtual universe of knowledge, because intelligence is distributed everywhere, implying the valorization of skills of this collaborative group. Online digital platforms allow not only to store and retrieve information

easily, but also to be shared with equal simplicity, promote interaction and the distribution of knowledge among users.

Despite students' clear interest in digital technologies, student participation in virtual learning environments cannot be taken for granted, there is a need to promote and maintain this participation. Students have to be stimulated and reminded about their roles and should be autonomous, but the teacher has to provide incentives. Interaction should be improved through two-way communication between participants, organizing social interaction, collaboration and shared activities, otherwise they are unlikely to occur or be meaningful. In a digital environment, the teacher also has to promote a sense of community and encourage the development of a social presence.

It is very important not to replicate so-called traditional classrooms in digital learning environments, it will make no sense if the only thing to change is the location or space. Methodologies that favor collaborative and network communication and interaction should be employed. Focusing more on students and their needs than on technology is crucial.

Implementing virtual learning environments with synchronous and asynchronous communication and interaction can be a solution to consider in various circumstances, whether or not associated with traditional classroom teaching. The virtual learning environments allows expanding the capacity of educational institutions, reaching new audiences. The combination and adaptation of different active methodologies contributes to the renewal of teaching methods and practices, making them more suited to the technological evolution of the digital society.

Digital technologies have brought about changes in the way students learn, not only in students in generation 2.0, but also in students in generation 1.0. Education thus needs a change, to be more personalized, more reflective, to be networked and to be digital.

ANA LOUREIRO

References

- Bettencourt, T. (2009). Teaching & Learning in SL: Figuring Out Some Variables.
Retrieved from: <http://cleobekkers.wordpress.com/2009/01/28/teaching-learning-in-sl-figuring-out-somevariables/>
- Bradley, A. e McDonald, M. (2011). The Social Organization: How to Use Social Media to Tap the Collective Genius of Your Customers and Employees. Harvard Business Review Press.
- Castells, M. (2005). A Sociedade em Rede. Fundação Calouste Gulbenkian.
- Chapman, C., Ramondt, L., e Smiley, G. (2005). Strong community, deep learning: Exploring the link. *Innovations in Education and Teaching International*, 47(3), 217-230.
- Dillenbourg P. (1999). What do you mean by collaborative learning? In P. Dillenbourg (Ed.), *Collaborative-learning: Cognitive and Computational Approaches* (pp.1-19). Oxford: Elsevier.
- Figueiredo, A. D. (2010) A Geração 2.0 e os Novos Saberes, Seminário 'Papal dos Media' das Jornadas "Cá Fora Também se Aprende", Conselho Nacional de Educação.
Retrieved from: http://www.academia.edu/237337/A_Geracao_2.0_e_os_Novos_Saberes.
- Hargadon, S. (2009). Educational Networking: The Important Role Web 2.0 Will Play in Education.
Retrieved from: <http://audio.edtechlive.com/lc/EducationalSocialNetworkingWhitepaper.pdf>
- Kreijns, K., Kirschner, P. e Jochems, W. (2003). Identifying the pitfalls for social interaction in computer-supported collaborative learning environments: A review of the research. *Computers in Human Behavior*, 19(3), 335-353.
- Lévy, P. (1997). *Collective intelligence. Mankind's emerging world in cyberspace*. Massachusetts: Perseus Books.
- McLoughlin, C. e Lee, M. (2007). Social software and participatory learning: Pedagogical choices with technology affordances in the Web 2.0 era. *ICT: Providing choices for learners and learning. Proceedings ascilite Singapore 2007*.
Retrieved from: <http://www.ascilite.org.au/conferences/singapore07/procs/mcloughlin.pdf>
- Palloff, R. M., e Pratt, K. (2005). *Collaborating online: Learning together in community*. San Francisco, CA: Jossey-Bass.
- Prensky, M. (2001). *Digital Natives, Digital Immigrants*.
Retrieved from: <http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>
- Rabinovich, T. e Horwitz, R. (2006). The Extended Classroom: Providing on-campus and offcampus students with a comparable and rich learning experience. In T. Reeves & S. Yamashita (Eds.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2006* (p. 856). Chesapeake, VA: AACE.
Retrieved from: <http://www.editlib.org/p/23803>
- Surowiecki, J. (2005). *The Wisdom of Crowds*. Anchor Books.
- Tapscott, D. (2008) *Grown Up Digital: How the Net Generation is Changing Your World*. McGraw-Hill.
- Tapscott, D., & Williams, A. (2008). *Wikinomics: How Mass Collaboration Changes Everything*. USA: Penguin Group.
- Veen, W., e Vrakking, B. (2006). *Homo Zappiens – Growing up in a digital age*. London: Network Continuum Education.

ENSEIGNER ET APPRENDRE AVEC LES JEUX VIDÉO DANS UNE HAUTE ÉCOLE PÉDAGOGIQUE?



Florence Quinche

Associate Professor
Co-director of the Arts and
Technology Department
Haute École Pédagogique Lausanne
(Hep-Vaud)
Lausanne, Switzerland,

ABSTRACT

Teaching and learning with video games at a high school of education?

As part of an international week organized at the Vaud University of Teacher Education (Switzerland), the pedagogical use of video games was presented at conferences and a forum bringing together teachers and students who have created serious games.

Various uses of video games in education have been proposed: on the one hand, the use of serious games intended for learning and the specificities of possible learning by means of video games but also the diversion of traditional games to transform them into educational activities. Examples of games used by teachers, particularly for language teaching and creative writing, were discussed. Then the creation of video games was analyzed as an educational activity as such.

RÉSUMÉ

Dans le cadre d'une semaine internationale organisée à la haute école pédagogique Vaud, l'usage pédagogique de jeux vidéo a été présenté lors de conférences et d'un forum réunissant des enseignant.e.s et étudiant.e.s créateurs de serious games. Les jeux vidéo ont été définis en tant que jeux symboliques (au sens de Piaget), permettant un travail avec différents types de signes : symboliques, indices et icôniques (Peirce). Divers usages des jeux vidéo dans l'enseignement ont été proposés ainsi que le détournement de jeux classiques en activités pédagogiques. Des exemples de jeux créés ou détournés par des enseignant.e.s ont été présentés, notamment pour l'enseignement des langues et l'écriture créative. Puis la création de jeux vidéo a été analysée comme une activité pédagogique en tant que telle.

1. Les jeux vidéo, quels types de jeux ?

Comment définir les jeux vidéo ? A quel type de jeux appartiennent-ils ? Si l'on se base sur la théorie de Jean Piaget, le jeu est un élément central du développement de l'enfant. Les très jeunes enfants commencent par jouer à des jeux sensori-moteurs qui sollicitent les gestes, le rapport au corps et à l'espace. Ces jeux participent du développement moteur de l'enfant : manipulations d'objets, de textures. Ce n'est qu'avec l'apparition du langage que les enfants commencent à jouer à des jeux symboliques, où l'on ne joue plus avec des objets sensibles, mais avec des représentations ou en d'autres termes, des « symboles » (vers 2-3 ans environ).

Aux stades ultérieurs de développement, l'enfant acquiert des compétences sociales en lien avec le jeu (collaboration, compréhension des tours de jeu, des différents rôles, gestion des émotions, notamment de la frustration) puis, plus tard, la compréhension de la notion de règle, qui demande des compétences d'abstraction et d'universalisation (début de la pensée formelle).

Comment situer les jeux vidéo, dans la typologie de Piaget ? Les jeux vidéo n'utilisent pas des objets tactiles, mais des images, des sons et éventuellement du texte. En effet, les joueurs manipulent essentiellement des images (avatars, images etc.), qui sont du domaine des

représentations. En ce sens, ces images sont des signes, au sens de la sémiologie pragmatique de C.S. Peirce, un signe étant quelque chose qui représente *autre chose que lui-même*. Le signe possède trois composants : son aspect matériel (ici : des formes, des couleurs, des sons...), ce que le signe signifie pour celui/celle qui l'utilise (l'interprétant ou plutôt les interprétants possibles), et ce que le signe désigne, montre en dehors du signe lui-même (le référent). Selon les différents usages d'un signe, le sens que les joueuses/joueurs lui attribuent peut varier, comme tout signe utilisé dans une communication avec autrui.

Piaget a décrit plusieurs usages possibles des jeux symboliques par les enfants, où des paroles, des images, gestes, voire même un objet (costume, marionnette...) permet de désigner autre chose que lui-même, l'enfant apprend à faire semblant, à jouer un rôle, ce qui lui permet notamment de se dédoubler. Ces jeux demandent une forte implication de l'imaginaire, ils permettent, sur le plan psychologique, d'apprendre à extérioriser des émotions, par exemple en utilisant un personnage fictif ou un avatar, à s'identifier à d'autres personnes ou personnages, ce qui favorise une découverte de l'empathie. Ces jeux peuvent aussi servir à anticiper ou rejouer situations difficiles, explorer des situations possibles, des transgressions que l'on n'oserait pas accomplir dans la réalité.

2. Les serious games

Les serious games (Alvarez, 2010) par des moyens ludiques, visent des objectifs sérieux, qui peuvent aller de la simple sensibilisation à une thématique, à la diffusion d'un contenu (pas nécessairement éducatif), à l'entraînement et à diverses formes d'apprentissage. Les jeux vidéo de type serious games peuvent travailler de nombreuses compétences. Par exemple l'empathie par le décentrement. Un jeu comme « Stop la violence », demande d'observer les signes de différentes traces de violences scolaires (racket, rumeurs, cyberviolences...) en analysant des images et des dialogues, puis de reconstituer le cours des événements. Une fois l'ensemble des indices collectés et la solution trouvée, on découvre le témoignage des victimes. « Mission US », un jeu historique,

fait découvrir différentes périodes de l'histoire des Etats-unis par les aventures d'adolescents : dont une jeune esclave dans une plantation du Sud, une immigrée à New York au début du 20^{ème} siècle. Dans *Buzanglo* (www.buzanglo.org¹) un jeu en ligne créé par la HES-SO (travail social), la HEP-Vaud et la HEAD à partir d'histoires de vies réelles, on découvre des bribes de mémoire en explorant une ville. Par cette exploration apparaissent les parcours et identités multiples de roms vivant en Suisse. Dans la même optique de lutter contre les discriminations, le jeu « Tsara » (<http://www.tsara-autisme.com/>) vise à faire découvrir la réalité d'une jeune autiste dans son parcours de vie, ainsi que celui de ses proches.

D'autres jeux travaillent des compétences sociales, comme « J'aime les patates », un jeu canadien, qui vise à faire expérimenter les compétences nécessaires au changement social : la collaboration, la persévérance, la persuasion, les compétences d'organisation et de communication.

D'autres encore, travaillent la compréhension des systèmes complexes, comme la plupart des jeux de gestion. *Ecoville* (<http://www.ecovillejeu.com/>) par exemple où l'on gère une ville en essayant d'avoir le moins d'impact nuisible sur l'écosystème). Les actions effectuées sur des éléments du jeu génèrent des conséquences à court, moyen ou long terme sur d'autres éléments du système. L'apprentissage de ces liens de causalité se fait de manière expérimentale par l'analyse des événements du jeu.

3. Serious gaming ou détournement de jeux

Le *serious gaming*, vise à faire de jeux non sérieux, des outils d'apprentissage, en les détournant au moyen de scénarios pédagogiques. De nombreux jeux commerciaux peuvent être détournés au moyen de consignes pédagogiques, par exemple dans l'enseignement des langues, le jeu *Journey* (PS3) a été utilisé (Quinche, 2015), par une de nos étudiantes pour favoriser l'écriture créative. Les élèves travaillaient en anglais sur le récit de voyages

extraordinaires, ils jouent une vingtaine de minutes à ce jeu d'exploration où l'on découvre les ruines d'une civilisation disparue, puis imaginent le sens de ce voyage dans un récit personnel. L'exercice consiste à rédiger un récit de voyage, à créer du sens à partir d'une expérience virtuelle. L'univers de « Journey » étant particulièrement visuel et énigmatique (couleurs, formes étranges), il se prête bien à des descriptions et interprétations diverses. De nombreux jeux, surtout ceux qui gardent une part d'énigmaticité, peuvent servir de support à la création. Dejobaan Games a créé quelques années plus tard un jeu spécifiquement dédié à l'aide à l'écriture créative (« Elegy for a dead world »), dans lequel on rédige une nouvelle ou des poèmes dans le jeu lui-même. Julien Annart (2019) propose de nombreux exemples de détournement de jeux commerciaux, notamment pour travailler la citoyenneté et comme supports lors d'ateliers de philosophie pour enfants.

Une autre forme de détournement de jeux consiste à utiliser la matière d'un jeu vidéo (captures d'écran, images) pour recomposer des scénettes, voire des petits films ou séries. Les avatars du jeu sont utilisés comme les acteurs d'un film, une bande son est rajouté après le montage pour produire une nouvelle histoire à partir du matériau du jeu. On appelle ces créations des « machinimas² », un mot-valise composé de « machine » et « cinéma ». De nombreux jeunes publient ces créations en ligne, notamment sur youtube. On travaille dans cette activité la rédaction d'un scénario, de story boards, d'une mise en scène, de dialogues.

L'avantage pour les enseignant.es de détourner des jeux existants est que le contenu pédagogique de l'activité n'est plus dicté par le jeu lui-même, mais proposé par l'enseignant.e. La qualité graphique et ludique des jeux est général aussi plus intéressante que celle des jeux éducatifs qui ont souvent de moins gros budgets de production.

Les limites tiennent à ce que de nombreux jeux commerciaux sont destinés aux plus de 16 ans ou de 18 ans, ce qui rend

1 <http://www.mythn.ch/projets/communication-interactive/buzanglo?nb=1&id=1107>

2 <https://digital-society-forum.orange.com/fr/les-actus/818-les-machinimas-des-detournements-de-jeux-video-ludiques-ou-politiques->

impossible leur usage en classe. La série des « Assassin's Creed » notamment, dont les décors historiques sont particulièrement intéressants, a d'ailleurs produit un mode « découverte » de son jeu situé dans l'Égypte ancienne (Origin, Discovery tour) sans contenus problématiques, qui permet d'explorer l'univers créé et d'en faire des usages pédagogiques en classe.

Un jeu très souvent détourné à des fins pédagogiques est bien évidemment Minecraft, dont des forums éducatifs ont été créés très tôt, et une version éducation apparue en 2016, 5 ans après la sortie du jeu. Minecraft étant un jeu est de type « bac à sable », donnant une très grande liberté d'action aux joueurs, les éducateurs se sont facilement appropriés ce jeu, pour y intégrer des consignes en lien avec diverses disciplines (géométrie, maths)³.

Quant aux jeux de gestion, la plupart sont des jeux commerciaux (dont un des plus anciens et des plus célèbres est Sim City). L'avantage de ces jeux étant que du fait du grand nombre de joueurs, se créent des forums d'échange et communautés en ligne (mais aussi les conventions, tutoriels sur youtube, chaînes vidéo sur le jeu etc.), qui favorisent les apprentissages par les pairs et des compétences communicationnelles, ce qui est rarement le cas des jeux éducatifs qui ne possèdent en général pas de communauté de joueurs.

4. Intégration des jeux vidéo en classe ?

Quelques-unes des difficultés pour l'intégration des jeux commerciaux en classe : leur durée qui dépasse souvent les temps d'une période au secondaire (45 minutes), leur coût, qui ne permet souvent pas d'acheter plusieurs licences et demande donc que la gestion de classe soit organisée de manière à jouer les uns après les autres. Les âges préconisés : de nombreux jeux intéressants ne sont pas accessibles aux moins de 16 ou 18 ans, comme par exemple le jeu « Teheran1979 », un des rare jeu consacré à la Révolution islamique en Iran, dont le contenu en lien avec la découverte du métier de journaliste, ne peut être utilisé en classe, du fait de scènes de torture.

Quel que soit le jeu utilisé, même pour un jeu éducatif, les contenus sont souvent multiples, l'enseignant doit faire des choix, notamment dans tout ce qui est proposé autour du jeu (apparat critique parfois

très abondant, comme par exemple pour « Mission US »). Les jeux peuvent être utilisés sous des angles divers et travailler des compétences disciplinaires, mais aussi transversales : communication (orale, écriture, création de tutoriels), compétences médiatiques : réutilisations d'images ou de captures d'écran, collaboration (jeu en équipes), stratégies d'apprentissage (recherches d'infos sur le jeu).

Un des éléments nécessaires consiste à proposer des activités complémentaires au jeu (débat, discussions, recherches), à ne pas considérer que le jeu se suffit à lui-même (Quinche, 2019). L'apport d'autres sources et la recherche de liens en dehors du jeu avec d'autres types de documents et leur comparaison avec les contenus du jeu favorise le développement de l'esprit critique. La création de traces des parties permet de diversifier les possibilités d'apprentissage, et de servir de support à la mémorisation. Favoriser la verbalisation des acquis est également important, afin de rendre les contenus d'apprentissage explicites.

5. Créer ses propres jeux ?

La création de jeux est aussi une possibilité d'apprentissage intéressante, notamment de la logique algorithmique (Quinche, 2013), de la création graphique, de la production de récits non linéaires. Des applications destinées aux enfants et aux jeunes existent depuis une dizaine d'années dont le célèbre Scratch (<https://scratch.mit.edu/>), application du Mit, en ligne permettant de programmer des petits jeux (point and click et jeux de plateforme), dès 8 ans. Une version simplifiée existe sur tablette dès 5 ans. Dans un cours de formation continue destiné aux enseignants, nous nous avons proposé l'adaptation d'une nouvelle de Roald Dahl en un jeu d'enquête en point and click (recherche d'objets cachés). Nous avons croisé l'histoire avec le jeu du Cluedo, pour enrichir les contenu (personnages, armes possibles, lieux), puis reconstruit une histoire en substituant les signes verbaux (le texte de la nouvelle) par des signes visuels (indices cachés : objets, éléments du décor) et dialogues entre les personnages.

Cette déconstruction du récit linéaire, pour en faire un jeu interactif a permis de mieux comprendre les ressorts ludiques du jeu d'enquête, et de travailler le passage

d'un système de signes à un autre. Au sens de C.S. Peirce, nous avons dû utiliser des signes iconiques (ressemblants à leur référent), aussi bien que des signes index (traces) ou symboles (conventionnels) en lieu et place du texte linéaire de la nouvelle.

D'autres outils informatiques détournés permettent également de créer des jeux. Nos étudiant.e.s HEP, futurs enseignants au secondaire 1 ont créé divers jeux pédagogiques, par exemple avec Power point un jeu de point and click (Schaffter, 2017) sur la guerre froide, ou encore une visual novel (livre dont vous êtes le héros sous forme visuelle) sur la Révolution française à partir de logiciels en ligne (Vauthier, Bohny, 2018).

La création d'un jeu vidéo implique des réflexions à divers niveaux. Ces travaux relèvent de la recherche-développement (Quinche, Tabin, 2019), encore trop peu travaillée dans les HEP, où la création d'un outil pédagogique numérique demande tests et évaluations afin de valider un outil Mitic et ses différents usages possibles. Au cœur de ce type de recherche on retrouve des interrogations propres aux pédagogues : sur les modalités de transmission des savoirs, le ou les parcours possibles d'apprentissage, la gradation des niveaux de difficulté, l'équilibre entre les aspects ludiques et éducatifs, les modalités et objectifs de collaboration et de coopération, les moyens de favoriser la verbalisation et la méta-cognition, le degré d'autonomie laissée au joueur/ à la joueuse, les modalités d'évaluation du joueur, mais aussi du jeu lui-même, les feed-backs au joueur/ à la joueuse, les compléments à apporter au jeu sous d'autres formes (documents, textes, films, exercices..).

3 Voir par exemple des propositions de leçons sur les sciences : <https://education.minecraft.net/lessons/la-science-dans-minecraft/>

Bibliographie

- Alvarez, J. & Djaouti, D. (2010). *Introduction au Serious Game*. Paris : éd. Questions théoriques.
- Annart, J. (2019). *Jeux vidéo et éducation, manuel de pédagogie vidéo ludique*. PDF
online <https://eduscol.education.fr/numerique/tout-le-numerique/veille-education-numerique/fevrier-2019/jeux-video-et-education>
- Peirce, C.S. (1885-). *Écrits sur le signe*, trad. G. Deledalle. Paris : Le Seuil, 1978.
- Piaget, J. (1966). *La psychologie de l'enfant*. Paris : PUF.
- Quinche, F. (2019). *Evaluation du jeu de prévention Splash Pub en contexte scolaire et en centre de loisirs*, Rapport de recherche réalisé pour le centre de recherche en santé publique Unisanté, juillet 2019, 109 p.
online https://www.researchgate.net/publication/334745544_Evaluation_du_jeu_serieux_de_prevention_du_tabagisme_SplashPub
- Quinche, F.; Tabin, J.-P.; Poirier-Simon, C.; Baratelli, J.; Sutermeister, A.-C.; Laederich, S.; Reutenauer, O. (2019). Création d'un serious game pour lutter contre les stéréotypes envers les roms, Etapes d'une recherche-développement, In Sanchez, E. (eds). *Des ressources numériques pour ressources les pratiques*, Actes du 2ème colloque scientifique Ludovia, Yverdon, p. 43-46, en ligne, https://ludovia.ch/2019/wp-content/uploads/2019/04/Actes-2019_V4.pdf
- Quinche, F. (2018). A game to prevent racism against Roma people. *3rd gamification and serious game symposium's proceedings*, Neuchâtel : HES-Arc, 70-71,
online : <https://gsgs.ch/gsgs18/>
- Quinche, F. (2017). Teachers' motivations to integrate video games in the classroom, *2nd gamification and serious games symposium*, Neuchâtel : HES-Arc, 67-68,
online <https://gsgs.ch/gsgs17/>
- Quinche, F. (2015). Jeux vidéo et éducation, Dossier spécial jeux vidéo, Publibook, Revue *Jeunes et médias*, n° 7
- Quinche, F. (2013). Créer des jeux vidéo pour apprendre la logique algorithmique. *Dossier sur les jeux vidéo, L'Éducateur*, n°11, 8-9.
- Quinche, F. (2013). *Game based learning, Serious game et éducation*, Berne : educaGuide,
online, fr. / trad. all, 48 p. <https://www.educa.ch/fr/guides/game-based-learning>
- Schaffter, G. (2017). Video game creation to teach history, *2nd gamification and serious games symposium's proceedings*, Neuchâtel : HES-Arc, 87-88,
<https://gsgs.ch/gsgs17/>
- Vauthier, G.; Bohny, J. (2018). Serious visual novel game in History class ? What learning ?, *3rd Swiss gamification and Serious games symposium's proceedings*, Neuchâtel : HES-Arc, 64-65,
<https://gsgs.ch/gsgs18/>

PRIMARY STUDENTS' CREATIVENESS DEVELOPMENT USING EDUCATIONAL GAMES



Renata Kondratavičienė

Lecture
Vytautas Magnus University,
Academy of Education
Vilnius, Lithuania

Kristina Kozlovskaja

Preschool Teacher
Salcininkai Region Deveniskes Rytas Gymnasium
Salcininkai, Lithuania

ABSTRACT

The article reveals the concept of creativeness development in education-related documents, the factors determining education and its methods, expression of education in primary school learning tools. It analyzes how the use of educational games "ScottieGo" and "Blue-bot" robots can help to develop primary school students' creativeness.

18 3-4 graders from a Lithuanian Primary School participated in the educational experiment conducted in March - April, 2019. In the educational experiment the attention was drawn towards specifying the following features: raising ideas, implementation of the ideas, ability to solve the arising problems.

The method of qualitative content analysis was used to analyze the observation data of the educational experiment. The results of the research showed that the students learnt and were educated via playing, working in a team, created and narrated digital stories. They suggested many innovative and original ideas to solve the arising problems, gained new knowledge and skills in the subjects of world's in-sight and mathematics, deepened their programming skills.

Key words: creativeness development, educational games, primary education.

RÉSUMÉ

L'article révèle le concept d'éducation à la créativité dans les documents éducatifs, les facteurs et méthodes déterminant l'éducation, son expression dans les supports d'apprentissage de l'enseignement primaire. Il explore en quoi l'utilisation de jeux éducatifs peut aider à stimuler la créativité des élèves du primaire.

18 élèves des classes de 3èmes et 4èmes des écoles primaires lituaniennes ont participé dans une expérience éducative menée en mars - avril 2019. Des possibilités de développer la créativité des élèves au moyen de jeux éducatifs ont été choisies pour explorer sous deux aspects:

- 1) développer la créativité dans les cours de sciences de la vie et de la terre (SVT) en utilisant le jeu éducatif «ScottieGo» et la méthode du « brainstorming»;
- 2) développer la créativité dans les cours de mathématiques en utilisant les robots Blue-bot et la méthode «Aléatoire». L'expérience éducative s'est concentrée sur les caractéristiques suivantes: brainstorming, mise en œuvre d'idées et capacité à résoudre des problèmes émergents.

Une méthode d'analyse de contenu qualitative a été utilisée pour analyser les données d'observation de l'expérience éducative. Les résultats de l'étude ont montré que les élèves apprenaient et se développaient en jouant en équipe, en créant et en racontant des histoires numériques. Les élèves ont proposé de nombreuses idées nouvelles et originales pour résoudre le problème, ils ont acquis de nouvelles connaissances et compétences pendant les cours de sciences de la vie et de la terre (SVT) et de mathématiques et ils ont approfondi leurs compétences en informatique. L'expérience a prouvé que la réflexion des élèves est devenue plus libre, plus originale, et qu'ils ont trouvé de nouvelles façons de résoudre les problèmes par le biais de jeux éducatifs lorsqu'ils avaient eux-mêmes la possibilité de créer et de rechercher des solutions.

Mots-clés: éducation à la créativité, jeux éducatifs, enseignement primaire.

Introduction

World Economic Forum (2016) states that 65% of children currently beginning to attend school when they grow up will be doing jobs not existing today. The Forum emphasizes that in the future the following competences will be essential: complex solution of the problems, critical thinking, creativity, team management and cooperation (World Economic Forum, 2016). The abovementioned forum points out that these skills should be developed in students as early as possible. Creativeness in the country's education-related documents such as *Primary School General Curriculum* (2008), *State Progress Strategy „Lietuva 2030“* (2012), is described as flexible child's imagination and fantasy, intuition, wideness and variety of interests, originality – non-standard way of thinking or behaviour, ability to suggest unconventional ideas, propensity towards extraordinary problem solving, sense of humour, rich language, acknowledgement and appreciation of your own and other person's uniqueness, ability to share, friendly communication.

Changes in the area of ICT force to revamp and change the process of education, to search for new learning forms, pursuing studying results and preparing for further studies. Educational guidelines of changes in computer science and informational technologies for the years 2014–2020 as well as the updated project of general primary school curriculum for informational technologies emphasizes responsible use of digital tools when encouraging students' creativity which is associated with the ability to find something new, original and unexpected. By initiating the Project “Computer Science in Primary Education” (<https://informatika.ugdome.lt/lt/apie>), we aimed to try out educational games which would develop primary school students' creativeness and informational thinking.

Although programmed educational games have been widely used in the process of education in Lithuania for several years, there were no educologic research conducted on the topic. Therefore, it is important to clarify how the use of educational games helps in developing the creativeness of 3–4 grade students. The relevance of this theme is fostered by the results of the research conducted by V. Dagienė, J. Subatovič and A. Sližytė (2009) which justify that educating IT and

creativeness can be integrated into many school subjects where students will be learning programming skills and develop creativeness through the knowledge they gain, thinking and experimenting. Vogel (2014) argues, creativity is the quality that allows us to develop new approaches to situations and discover new and improved solutions to problems. SM Brookhart (2010) states that creativity is defined as the invention of new things by observing the lack of those things, creating something new, unusual or unconventional, using images to make work fun. R. Jautakytė (2014) in her article analyzed examples of teachers' practical work in developing creativeness and stated that various ways of creativity are implemented. D. Grakauskaitė-Karkockienė (2010) who investigated development of creativeness, prepared creativeness development curricula and exemplified which components of creativeness (cognitive, personal, motivational, the influence of the educational environment) must be taken into consideration and their interaction, as creativeness can be effectively developed only if we consider all the components.

Subject of the research. 3–4 grade students' creativeness development using educational games.

The aim of the research. To investigate 3–4 grade students' creativeness development using educational games.

To achieve the aim of the research the following **objectives** were set: 1) To reveal development of creativity in education-related documents and learning tools, 2) To analyze the factors determining creativeness development in the grades 3–4 and its methods, 3) To investigate educational games in development of creativity with the students of grades 3–4.

Methods of the research. Analysis of scientific literature and education-related documents, educational experiment.

All children are more or less creative; however, it is necessary to begin creativeness development as early as possible (Kazlauskienė et.al, 2010). Successful development of a student's creativeness is determined by educational environment, the role of teacher and the variety of creative activities and methods, a child's active participation in activities.

By playing, exploring, experimenting, creating, reading, drawing, singing, imitating, a child creates new knowledge basing on the experience he or she already has and searches for new ways how to creatively express himself, develops his or her imagination, and forms a more solid base for his or her own creativity.

Contemporary world cannot be imagined without computers, Internet, other interactive tools and technologies; and all these technologies are more and more frequently used in primary education process so this is becoming an inseparable part of education system that helps to educate the creativity in modern students (Dudzinskienė ir kt., 2010). Many various educational games are offered for primary school. The following are: “Educational Bees – Robots” (“Edukacinės bitutės – robotai”), “Code.org”, “Scratch”, “CodeMonkey.com”, “Lego Mindstorms”, “Little Mozart” (“Mažasis Mocartas”), “Scottiego!”, “Smart Robots” („Išmanieji robotai“) and others. Each of the abovementioned educational games differently presents programming and creativity skills when students can create, make discoveries and get interested in the content of the subject via games.

Aiming to disclose 3–4 grade students' creativeness development using educational games in more detail, first of all, scientific literature, the documents regulating the content of primary education, educational games and learning tools were analyzed. In March – April, 2018 a probation research – educational experiment was conducted. 18 3–4 grade students from Lithuanian Primary School participated in it. Two aspects of students' creativeness development possibilities using educational games were chosen for investigation: 1) development of creativeness in world's in-sight lessons using educational game “ScottieGo” and applying the method of “Mind Storm”; 2) development of creativeness in mathematics lessons using “Blue-bot” robots and applying the method of “Random Input”. During the educational experiment attention was drawn towards specification basing on the following features: raising ideas, implementation of the ideas, ability to solve the arising problems.

The results of the experiment showed that students liked the fact that the lessons

were different from usual ones. They could play without even understanding that by using an educational game they not only learn new things but also develop their creativeness, get interested in new information, develop their ability to raise new ideas, search for solutions. Educational games “ScottieGo” and “Blue-bot” robots helped students to get involved and actively participate in creative activities. Students were encouraged to solve the arising problems, raise innovative and original ideas, implement them, create and follow their digital stories.

Conclusions

1. The analysis of scientific literature and documents regulating primary education

content revealed that success in development of a student’s creativeness is determined by educational environment, the role of teacher and the variety of creative activities and methods as well as a student’s active participation in the activities. By playing, exploring, experimenting, creating, reading, drawing, singing, imitating, a child creates new knowledge basing on the experience he or she already has and searches for new ways how to creatively express himself, develops his or her imagination, and forms a more solid base for his or her own creativity.

2. By summarizing the results of the research we clarified that students’ creativeness has noticeably changed, students suggested many new original ideas, thought, created, gained new knowledge. Finally, it became

obvious that students’ creativeness has definitely improved, their way of thinking has become freer, more original, students find new creative ways to solve problems particularly applying educational games when they have a possibility to create and search for solutions.

RENATA KONDRATAVIČIENĖ
KRISTINA KOZLOVSKAJA



References

1. Brookhart, S. M. (2010). *How to assess higher-order thinking skills in your classroom ASCD*.
2. Dagienė, V., Subatovič, J., & Sližytė, A. (2009). Kūrybiškumas ir kompiuterinė programa Scratch. *Informacijos mokslai*, 50, 142-146.
3. Dudzinskienė, R., Kalesnikienė, D., Paurienė, L., & Žilinskienė, I. (2010). Inovatyvių mokymo (si) metodų ir IKT taikymas. I-II knyga. *Metodinė priemonė pradinų klasių mokytojams ir specialiesiems pedagogams. Vilnius. Ugdymo plėtotės centras*.
4. Jautakytė, R. (2014). Kūrybiškumo samprata ir jo ugdymas darželyje: ikimokyklinio auklėjimo pedagogų pozicija. *Tiltai*, 66(1), 87-103.
5. Grakauskaitė-Karkockienė, D. (2010). Kūrybiškumo ugdymas: teoriniai ir praktiniai aspektai. *Ugdymo psichologija*, (21), 66-74.
6. Kazlauskienė, A., Gaučaitė, R., Pocevičienė, R., Masiliauskienė, E., Vilutienė, R., & Norutienė, L. (2014). Pradinių klasių mokinių kūrybiškumo ugdymas sprendžiant praktines problemas. *Vilnius: Eugrimas*.
7. Pradinio ugdymo bendroji programa. (2008).
Retrieved from https://www.sac.smm.lt/wp-content/uploads/2016/01/ugdpr_1priedas_pradinio-ugdymo-bendroji-programa.pdf.
8. Seimo, L. R. (2012). M. gegužės 15 d. nutarimas nr. XI-2015 „Dėl valstybės pažangos strategijos „Lietuvos pažangos strategija „Lietuva 2030“ patvirtinimo“. *Valstybės Žinios*, (61-3050)
9. Vaicekauskienė, V. (2009). *Kūrybingumo (ne) ugdymas mokykloje. Švietimo problemos analizė*, 3(31), 1-12.
10. Vogel, T. (2014). *Breakthrough thinking: A guide to creative thinking and idea generation* Simon and Schuster.

TRADITIONAL AND DIGITAL STORYTELLING TECHNIQUES IN EARLY FOREIGN LANGUAGE TEACHING



Agnes Streitmann

Head of the Department of Foreign Languages
Apor Vilmos Catholic College
Vác, Hungary

Andrea Székely

Art Teacher (Teacher of Methodology)
Apor Vilmos Catholic College
Vác, Hungary

ABSTRACT

The Winchester Tale Project – a cooperation launched by Apor Vilmos Catholic College and the University of Winchester in 2015 – offers a meaningful context for the Hungarian students to enhance their knowledge, to develop their skills and competencies in the field of early foreign language development. During the in-college work integrating language development with content learning (folktale traditions of different cultures), students also get familiar with different kinds of storytelling and drama techniques, which are especially suitable for early foreign language teaching: Kamishibai, using puppets, digital storytelling using objects from nature etc. The present article aiming at presenting some of the techniques applied by students in their school work with young learners of English, focuses on the possibilities offered by Stop Motion Animation.

RÉSUMÉ

Le projet de Winchester sur les contes – une collaboration initiée en 2015 par l’Apor Vilmos Catholic College et l’Université de Winchester – propose aux étudiants hongrois un contexte significatif pour améliorer leurs connaissances, pour développer leurs aptitudes et leurs compétences dans le domaine de l’apprentissage précoce d’une langue. Pendant le travail à l’université, intégrant le développement de la langue et l’apprentissage par les contenus (les traditions des contes dans différentes cultures), les étudiants se familiarisent avec diverses manières de raconter des histoires et différentes techniques dramatiques, qui sont particulièrement bien adaptées pour l’apprentissage précoce d’une langue : le Kamishibai, la manipulation de marionnettes, l’utilisation du numérique en employant des objets de la nature, etc.

Cet article a pour objectif de présenter quelques techniques parmi celles exploitées par les étudiants dans leur travail dans les écoles avec de jeunes enfants apprenant l’anglais. L’accent est particulièrement mis sur les possibilités offertes par le programme Stop Motion Animation.

Objectives of a talent support project:

The present article aims at highlighting the advantages of applying the methods of traditional puppetry and digital storytelling in early foreign language development, which is one of the key areas of talent support at Apor Vilmos Catholic College (AVCC). Students at AVCC – which is a member of the European Talent Support Network – are offered several talent fostering modules. One of the most popular ones is the *Tale Project* launched in 2015 in cooperation with the University of Winchester represented in the project by Jonathan Rooke. The project covers the content area of „Intercultural Dialogue through Folktale Traditions”, and for the Hungarian participants it offers the benefits of

integrating language development with content learning. Studying folk and fairy tales in English provides the students with a meaningful context, a cognitively engaging and demanding content, which inspires the students to enhance their English proficiency level. They can become aware of the versatility of using the English language as a tool during a process of creating facilitated by the project.

Besides developing English language competence and promoting linguistic confidence students are encouraged to develop their pedagogical skills through doing school work. They acquire innovative pedagogical approaches of early childhood education which they can use in school context, and gain experience in applying different storytelling techniques, puppetry

and drama activities in teaching English as a foreign language to young learners.

During the project we make our students be aware of the fact that the main aim of early foreign language teaching is to make the children enjoy being in the foreign language context, to make them motivated, to get them involved, engaged. Students learn that children at an early age learn about the world basically through their senses, through actions and interaction, in meaningful situations, and the activities in the classroom should be play-based, action-centred accompanied by a lot of non-verbal communication and repetition.

Cinderella as a puppet performance

The topics we have been working on in the project are chosen in view of these principles. One of the most popular and successful topics with both the students and the school children has been the *Cinderella cycle*. As a fairy tale *Cinderella* offers various possibilities of repetition through recurring thematic and language elements, and we were lucky enough to find an absolutely appropriate script for our purposes in Sarah Philip's wonderful book entitled *Drama with Children*¹. The script is suitable for children still at elementary level, whose active use of English is very limited. The dialogues contain several simple phrases, sentences from everyday life, which are repeated frequently.

Forexample:

- Wash my dress.
- Wash my boots.
- Clean my shoes.
- Where is my dress?
- Where are my shoes?
- Where is my jewellery?

or

- Are you ready?
- Stay here!
- What's the matter?
- I'll help you.

In the first semester of the 2017-18 academic year students dramatized the tale in the form of a hand puppet performance relying basically on the Sarah Philips' script, which was slightly simplified, shortened and adapted to the style of the play. In the second one they applied the stop motion digital



storytelling technique, and adapted the text to the needs of the animated version.

The basic questions concerning the puppet performance were as follows: What kind of puppets to use with what kind of setting and what kind of drama techniques to apply. Although it was a puppet performance, the meaning of the word „puppet” was extended: The students played the roles with real puppets, but they also used different objects, materials, which they thought suitable for the play. Finding the right objects, materials to be used as props and scenery, discussing together the appropriate techniques, making decisions – all these activities were parts of a creating process, which were also supposed to be useful in their later pedagogical work. The conventional idea of a hand puppet performance concerning techniques, setting, scenery was subverted: The students used their hands the opposite way, their fingers were the arms and legs of the characters. There was no curtain, the tale was performed on a table, a tablecloth represented the floor, and by replacing, changing the various dotted, patterned tablecloths, students were able to manage the changes of the locations in an easy, playful way. The dots indicated the seeds (millet, lens...), and different patterns represented different locations. These technical solutions all aimed at embedding the performance into magic, which is an integral part of fairy tales.

The dramatization of the tale was based on two motifs which offered richness of meaning and various exciting techniques to use: The love of the Prince and Cinderella kindles in the ball while they are dancing, so it gave the idea to highlight the motif of *dancing* as the expression of love. The other motif emphasized in the performance was

searching for and finding the owner of the shoe, which symbolized the trials, the difficulties of finding the true lover. These motifs were heavily relied on during the performance.

Cinderella as a stop motion film

In the second semester we applied a different storytelling technique, the stop motion animation. Choosing a different method to dramatize the tale offered the students a new encounter with the literary material, opportunity to rethink the topic, the script, the images, and the suitable expressive tools. Applying various dramatic approaches to the same material also highlighted the advantages of using different kinds of pedagogical methods in their future work as teachers. Furthermore preparing animated films is in line with young people's way of thinking, interest and creativity, and we could also rely on their expertise in this field.

Concerning the theme we emphasized the same two motifs centred around in the puppet performance: the motifs of *dancing* and the *quest for the owner of the shoe*. But this time the students were supposed to use different materials, a new logic of the images, and they were supposed to work with a significantly shortened and altered text.

There were several other challenges we had to face: First of all we had to find the appropriate types of materials we wanted to use. We watched several animation films, collected ideas and discussed them, which was followed by experimenting with different kinds of materials, for example sand, paper, plasticine. Finally we decided to use natural materials we could find in the garden of the college: leaves, flowers, branches, crops. The next step was to choose what kind of flowers,

¹ Phillips, Sarah. (2010). *Drama With Children*. Oxford University Press.minecraft/

leaves, crops could symbolize the different characters in the most expressive way, and what material to use for representing the shoe, which is an iconic object in the tale. In order to do that we held a “casting session” for selecting the right type of plant for a particular role, analysed the plants, tried to explore their special features.

Then followed an art and craft activity: We had to create the characters from the chosen plants. We had to plan every phase of the working process in details and had to work fast because the plants got dry, withered soon, and we could use one portion of plants once.

Concerning the text the logic of filmmaking was only partially followed. As one of the main areas of the whole tale project is investigating different ways of conveying tale texts to young learners of English we focused on the text. We relied heavily on the basic dramatic text used in the hand-puppet performance, but we changed the dramatic concept and the scenes. It became obvious right at the beginning that the original script was too long and needed to be shortened. So the questions arose which scenes, locations, characters to cut out. Are there pictures which are able to carry the whole meaning of a scene without text at all? How is it possible to express the relation between the characters in a visual language? And last but not least how can we convey magic, enchanted transformations in a spectacular way? The working process was a continuous rethinking of synchronizing images and text. During filming the text changed minimum 3 times.

Conclusion

Applying two different techniques to “tell” the *Cinderella* story had several benefits for the students in view of their study skills. Comparing the two kinds of representational modes, identifying similarities and differences, selecting, grouping, studying motifs, functions and meanings, analysing

the working processes they got engaged in – all these learning processes offered a lot of useful experience for the students.

Observing, contemplating nature, integrating nature and technology were also beneficial for students in view of their future pedagogical work. While preparing the stop motion *Cinderella* version, students became aware of the advantages of using natural objects in digital storytelling. They experienced how it is possible to connect children to nature applying digital technology.

The images of the animated film were inspired by the forms of nature and created from natural objects. Students were looking at plants, identified different species, and some of these objects became characters in the film. While observing nature, searching for the appropriate “plant-characters” students were actually learning about nature. Searching for, investigating, experimenting, identifying – all these activities naturally open the door to the development of creative thinking, enrich imagination.

If we use natural objects in digital storytelling, the locations of the filming can be a garden, a park, the school yard, it can be connected to an excursion. In this way storytelling, technology and environmental education can be integrated.

There are several aspects of time which are worth paying attention to as well. Plants have their own life span, and as time passes by they acquire different shapes, forms, which we have to reckon with. But changes, transformations can offer new possibilities as well: They can be integrated into the dramatic concept as significant motifs. Furthermore making an animated film – even if it is a short one – takes a long time, so it requires patience, care, accuracy, being dedicated. These are useful skills and knowledge for both university students and school children.

Another great advantage of preparing animated films is animation’s ability to convey humour through movements, images, characters, sound effects, etc. Students and school children can experience and enjoy it both during the process of creating the film and while watching the completed production.

Last but not least there is the possibility of disseminating the film among friends, family members. As these animated films are usually short productions, it takes only a short time to watch them. Please find here the link to our *Cinderella* stop motion video, and enjoy it. :)

<https://youtu.be/226b1bT8mJI>

AGNES STREIMANN
ANDREA SZÉKELY

CREATIVELAB_SCI&MATH: OPEN EDUCATIONAL RESOURCES IN TEACHER EDUCATION



Elisabete Linhares

Adjunct Professor

Nelson Mestrinho

Adjunct Professor

Neusa Branco

Adjunct Professor

Raquel Santos

Adjunct Professor

Bento Cavadas

Adjunct Professor

Maria Clara Martins

Adjunct Professor

Marisa Correia

Adjunct Professor

School of Education
Polytechnic Institute of Santarém
Santarém, Portugal

ABSTRACT

To face the important challenges of today's demanding and competitive digital society, multidisciplinary knowledge, new skills and competences are needed. These challenges necessarily imply the change of teaching practices and a strong commitment and support of teacher education throughout the innovation process. The CreativeLab_Sci&Math project was developed by teacher educators of the Department of Mathematic and Natural Sciences of the School of Education/Polytechnic Institute of Santarém and consists of involving future teachers in an innovative learning environment with a focus on integration of mathematics and science. In this project, inquiry and project-based learning interdisciplinary activities are carried out using digital technologies, which includes programming and robotics activities. The main goals of this project are to prepare teachers and future teachers to support innovation initiatives in schools, concerning mathematics and science. One way to achieve these goals involves producing Open Educational Resources and making them available on several online platforms, such as Casa das Ciências® and ERTE (Portuguese Ministry of Education). The produced resources have received national awards and resulted from the work developed by these educators in co-teaching, their participation in European projects and their experience in mobility programs.

RÉSUMÉ

CreativeLab_Sci&Math: Ressources Éducatives Libres dans la Formation des Enseignants

Pour faire face aux défis importants de la société numérique compétitive d'aujourd'hui, des savoirs multidisciplinaires, de nouvelles compétences sont nécessaires. Ces défis impliquent un changement de pratiques pédagogiques et un engagement fort et un support de la formation des enseignants par l'innovation. Le projet CreativeLab_Sci&Math a été développé par les professeurs du Département de Mathématiques et de Sciences Naturelles de l'École d'Éducation/Institut Polytechnique de Santarém et consiste à engager les futurs enseignants dans des environnements d'apprentissage innovants avec le focus sur l'intégration des mathématiques et des sciences. Dans ce projet, les activités interdisciplinaires fondées sur l'approche par enquête et par projet sont réalisées à l'aide des technologies numériques, notamment des activités de programmation et de robotique. Les principaux objectifs de ce projet sont de préparer les enseignants et les futurs professeurs des écoles à soutenir les initiatives d'innovation dans les écoles, en mathématiques et en sciences. Pour atteindre ces objectifs, des ressources éducatives libres ont été produites et disponibles sur plusieurs plateformes en ligne, telles que Casa das Ciências® et ERTE (Ministère de l'Éducation portugais). Les ressources produites ont reçu des prix nationaux et résultent du travail de coenseignement, de la participation à des projets européens et de l'expérience vécue dans les programmes de mobilité.

Introduction

Even though integration of mathematics and science enhances students' understanding of both subjects, integrating mathematics and science in teacher education is a difficult task (Koirala & Bowman, 2003). In Portugal, the gap between an integrated teacher education in science and mathematics is even greater. The first stage of teacher education in Portugal, in kindergarten and primary school (grades 1-4 and 5-6), is the obtention of a degree named "Basic Education", with a curriculum of three years. Within that degree, and concerning scientific education, student teachers need to have a minimum of 30 ECTS in mathematics and in science, history and geography also a minimum of 30 ECTS. The second stage is the Masters degree where student teachers have a more profound contact with didactics and pedagogical practice. In both stages, the courses of mathematics and science are usually taught separately and do not have a formal connection. This was one of the reasons for the creation, in 2016, of the CreativeLab_Sci&Math project by teacher educators of the Department of Mathematic and Natural Sciences of School of Education /Polytechnic Institute of Santarém (SE/PISantarém) (Figure 1).

The aim of the CreativeLab_Sci&Math project is innovation in science and mathematics education. That innovation is expressed through carrying out STEM and other interdisciplinary activities, involving student teachers in innovative learning environments, and immersing them into integrated classes of mathematics and science where teacher educators of mathematics and sciences work collaboratively, so that they are able to promote these approaches in their practice.

In this environment, inquiry and project-based learning interdisciplinary activities are carried out using hands-on and minds-on activities. Digital technologies are present in many activities, for example, those that included programming and robotics. This global approach is in accordance with a recent law about the principles of conception, implementation and evaluation from primary to secondary school curriculum in Portugal, that promotes interdisciplinarity and collaborative work between teachers of different subjects (Decreto-Lei n.º55/2018).

One way to achieve these goals involves producing Open Educational Resources. The resources produced have received national awards and resulted from the work

developed by these teachers in co-teaching, their participation in European projects and experience in mobility programs.

Open Educational Resources

The CreativeLab_Sci&Math teacher educators collaborate to create digital educational resources for teacher education with a strong focus on interdisciplinary activities. They are available on several online platforms, such as Casa das Ciências® and ERTE (Portuguese Ministry of Education), so that other teachers can use them. Two of those resources are presented below.

CreativeLab_Sci&Math | Bad Plastics (Linhares & Cavadas, 2018): This activity aims to raise students' awareness about the problematic of ocean plastic and empower them to contribute to the solution of that ecological problem. In an outdoor activity, students have to collect different sizes of plastic in a beach area with 10m x 10m, register their quantity and identify the original materials. Afterwards, in lab environment, they weigh the plastics and identify microplastics in a sample of the sand collected in the beach, through microscope observation. To empower students and the community, they also produce a digital resource to alert about the ocean plastic.

CreativeLab_Sci&Math | Research animals' footprints (Cavadas, Branco, Linhares, Durão, André & Duarte, 2019): The study of trackways enables the identification of the animal type that produced them and the characteristics of their behaviour. Each footprint and trackway have distinctive features concerning shape and size. This activity involves different tasks of sciences and mathematics. One of the main goals is the identification of animal footprints in nature using an app. The app *Research animals' footprints* (Cavadas, Linhares, Cavalheiro & Pacheco, 2018) was done collaboratively by science education teachers and the Center for Competencies in Digital Technologies of (SE/PISantarém). In mathematics the data collected in the field about the number of different animal footprints in different areas are organized and analysed to determinate the area with more



Figure 1. Organization of CreativeLab_Sci&Math environment (Art by Clara Brito).

biodiversity. Another math task involves the measurement of the area of footprints using the registers collected in the field.

Programming and Robotics

Besides privileging project-based learning approaches to develop preservice teachers' content and pedagogical knowledge concerning STEM activities, CreativeLab_Sci&Math also involves computational thinking, programming and robotics. According to Nouri, Zhang, Mannila and Norén (2019), programming is essential to the digital world and develop skills such as creating solutions, solving problems and implementing ideas. Although teachers identified the development of computational thinking skills and general skills related to digital competence/literacy and 21st century skills when learning programming (Nouri et al, 2019), they face some struggles to develop and implement this type of activities. To overcome those difficulties, it is crucial to enhance teachers' knowledge of programming and the didactics of programming (Nouri et al, 2019). Several studies (e.g. Kim & Lee, 2016) have demonstrated that engaging preservice teachers in programming and robot programming have positive

effects on their perceptions and attitudes towards computer programming and robots, which may lead them to be more predisposed to develop these activities in their future professional practice. For that reason, in CreativeLab_Sci&Math we engage student teachers in programming and robotics activities, for example, about simulated missions related with the explore of Mars' surface.

Conclusion

Preparing preservice teachers to embrace the challenges of subject integration in innovative learning environments, full of digital technologies, is a huge task. Like Koirala & Bowman (2003), we strongly believe that "if we want the integration of subject areas in middle schools to be successful, it is important that preservice teachers experience integrated methods courses" (p. 145). In the CreativeLab_Sci&Math project we embrace both challenges through collaboration between science and mathematics education teachers with the aim of creating an innovative learning environment to prepare preservice teachers for the integration of mathematics and science.

ELISABETE LINHARES
NELSON MESTRINHO
NEUSA BRANCO
RAQUEL SANTOS
BENTO CAVADAS
MARIA CLARA MARTINS
MARISA CORREIA

References

- Cavadas, B., Branco, N., Linhares, E., Durão, C., André, J., & Duarte, S. (2019). Investigar as pegadas dos animais - Relato de uma experiência de formação de professores em Matemática e Ciências no 2.º ciclo do ensino básico. In B. Cavadas, E. Linhares, M. C. Martins, M. Correia, N. Mestrinho, N. Branco, R. Santos & S. Colaço (Orgs.). *Ebook Inovação no Ensino da Matemática e das Ciências* (pp. 75-83). Santarém: Unidade de Investigação do Instituto Politécnico de Santarém.
- Cavadas, B., Linhares, E., Cavalheiro, T., & Pacheco, T. (2018). *CreativeLab_Sci&Math_As pegadas dos animais* _ 1.º CEB. Retrieved from <http://www.erte.dge.mec.pt/tic/investigar-pegadas-dos-animais>
- Decreto-Lei n.º 55/2018, de 6 de julho. Diário da República, n.º 129/2018, Série I. Lisboa: Ministério da Educação.
- Kim, S., & Lee, Y. (2016). The Effect of Robot Programming Education on Attitudes towards Robots. *Indian Journal of Science and Technology*, 9(24), 1-11.
- Koirala, H.P., & Bowman, J.K. (2003). Preparing middle level preservice teachers to integrate mathematics and science: Problems and possibilities. *School, Science and Mathematics*, 103(3), 145-154.
- Linhares, E., & Cavadas, B. (2018). *CreativeLab_Sci&Math | Bad plastics – Oceanos livres de plástico: participar na mudança*. Retrieved from <https://www.casadasciencias.org/recurso/8684>
- Nouri, J., Zhang, L., Mannila, L., & Norén, E. (2019). Development of computational thinking, digital competence and 21st century skills when learning programming in K-9, *Journal of Education Inquiry*. Retrieved from <https://doi.org/10.1080/20004508.2019.1627844>

COOPERATION BETWEEN PRE-SCHOOL TEACHERS AND PARENTS OF 5-6 YEAR-OLD CHILDREN USING GROUP'S WEBSITE



Valė Kirsienė

Preschool Teacher
Vilnius Atžalynas school-kindergarten,
Vilnius, Lithuania

Renata Kondratavičienė

Lecture
Vilniaus Kolegija
University of Applied Sciences
Vilnius, Lithuania

ABSTRACT

The article overviews the importance of cooperation between a pre-school teacher and parents in the process of education using a group's website. The results of the research showed that the usage of a pre-school teacher's group's website encourages parents to be more concerned of the activities organized for their children, enables to make their suggestions, propose ideas, saves parents' and teachers' time, improves the efficiency of communication between parents and teachers, facilitates monitoring children's education process, and encourages parents to more actively participate in children's education activities.

Key words. Pre-school teacher, parents, cooperation, group's website.

RÉSUMÉ

L'article analyse les concepts de coopération pédagogique, l'importance de la coopération entre les enseignants du préscolaire et les parents dans le processus éducatif, l'utilisation du site Web du groupe dans le processus de coopération entre les enseignants du préscolaire et les parents.

Quatre étapes de l'organisation de la recherche sont décrites: analyse de la littérature scientifique, enquête par questionnaire, création d'un site Web pour le groupe, enquête auprès des parents.

Sur la base de l'analyse des données de l'enquête en ligne et exprimant l'intérêt de tous les parents qui ont participé à l'enquête, un site Web du groupe fermé «Žirniukai» a été créé pour afficher plus d'informations sur l'éducation des enfants du groupe.

Les données résumées de l'enquête, obtenues lors de l'entretien, ont révélé que les parents utilisaient volontiers le site Web du groupe. Les visiteurs du site Web sont surtout intéressés par les galeries de photos, les nouvelles pour les parents et les conseils d'experts. L'utilisation du site Web du groupe encourage les parents à se préoccuper davantage de l'organisation des activités des enfants et à faire part de leurs suggestions et de leurs idées aux enseignants. La plupart des visiteurs du site Web ont bien accueilli le forum permettant aux parents de partager leurs opinions, de poser des questions et de faire des suggestions d'activités de groupe.

Mots-clés: enseignant préscolaire, parents, collaboration, site Web du groupe.

Introduction

Contemporary society is often referred to as a knowledge or information society. Traditional process of cooperation between children's parents and teachers is being actively penetrated into by modern technologies. A pre-school teacher's group's website is one more step in cooperation between teachers and parents enabling to more effectively receive and

transfer information, solve problems and directly monitor the process of education. This tool is essential for every teacher who is willing to communicate with parents in a contemporary way. Designing of pre-school teacher's group's website is the area of possibilities for cooperation between parents and teachers which has not been fully investigated; therefore, the

article analyzes the following **research problem** – what are the possibilities of cooperation between pre-school teacher and parents when using group's website.

Modern parents consider the mundane receiving the information about their children via electronic informational tools (using electronic diary, Skype, Facebook groups, etc.) as the most acceptable. This was written about by R. Kondratavičienė (2016), G. Slušnienė et. al. (2017), V. Glebuviene, A. Tarasonienė (2008) and others. Currently smart applications and platforms (Viber, Messenger) as well as social networks (Facebook) are being used for cooperation between teachers and parents. However, it has been noticed that not many pre-school teachers have group's websites yet. When using pre-school group's websites, wide possibilities for cooperation between teachers and parents occur: transferring information, discussion about education activities, planning of education activities, selection of study visits and trips, etc.

Subject of the research. Cooperation between a pre-school teacher and of 5-6 year-old children parents using group's website.

Aim of the research. To analyze the possibilities of cooperation between a pre-school teacher and of 5-6 year-old children parents using group's website.

Objectives of the research:

1. To reveal the concept, importance, ways and possibilities of pedagogic cooperation using group's website.
2. To investigate the possibilities of cooperation between a pre-school teacher and of 5-6 year-old children parents using group's website.

Methods of the research. Analysis of scientific literature, questionnaire survey, structured interview.

The concept, importance, ways and possibilities of pedagogic cooperation using group's website.

Cooperation between a teacher and parents is the essence of pedagogic work which provides education with everything needed for formation of a child's personality (Kontautienė, 2006). Parents and teachers

are united by understanding that cooperation is a bilateral process, requiring initiative both from parents and from teachers. One of the most important discoveries of the modern world is the Internet (Berkley, 2007). In accordance with the data for the year 2017 provided by Lithuanian Statistics Departments, Internet is used by approximately 78% of the residents of Lithuania (aged 16–74). Aiming to bring parents nearer to the processes ongoing in pre-school education, various possibilities to apply the Internet are constantly created. Therefore, it is extremely important both for parents and for teachers to be able to manage informational technologies when cooperating. Smart phones, computers, chat rooms, websites of institutions and groups are the informational technological tools most of us cannot imagine a single day without (Zajančauskienė, 2010). Using a group's website in a pre-school education institution is one more step in cooperation between teachers and parents encouraging to maintain tight relationship with children's families. A pre-school teacher's closed group's website is a "business card" of a pre-school education group. A website may contain various information about the group's history, organized children's activities, achievements, possibilities for children's education using digital sources.

The research on cooperation between a pre-school teacher and parents using group's website.

Aiming to reveal the possibilities of cooperation between a pre-school teacher and parents using group's website, the research was divided into four stages: analysis of scientific literature, questionnaire survey among parents, creation of a closed group website and half-structured interview with parents.

When analyzing works by various authors, the concept of pedagogic work, the ways and the importance of cooperation between a pre-school teacher and parents were revealed. This was written about by D. Martišauskienė (2014), S. Vuk (2012), S. Kovienė (2017), C.D. Lee (2005), T. Vuorinen (2018) and others. They emphasized that the most essential factors of pedagogic cooperation are constructivism of the interaction, equality between the participants of the interaction, and the essence of pedagogic cooperation consists of the consistent involvement of

the participants into mutual interaction.

In the beginning of March, 2019, a probation research (Internet survey) was conducted. 21 participants took part in the survey – parents of 5-6-year-old children's group in Vilnius X School – Day Care Centre "Žirniukų". The research showed that the parents willing to know more about their child are most likely to communicate with the teacher individually (27,8 percent) or attend parents' meetings (22.2 percent). Reacting to the information provided by teachers, they choose "live" conversations. It was clarified that parents would willingly use a closed group's website (100 percent). Vast majority of parents positively assess the benefits of a website such as saving time, monitoring their child's education process, improving the efficiency of communication between parents and teachers (47,6 proc.).

Basing on the analysis of the data of the survey in the end of March, 2019 the researchers created a closed group's website "Žirniukai" – in Google environment (sites.google.com). It consists of the following pages: *Beginning, About Us, Activities, For Parents, Education at Home, Galleries, Menu, Calendar, Contacts.*

Interview with parents was chosen as the further stage of the research being conducted. 10 parents of 5-6-year-old children took part in the research. Having analyzed the data, it became clear that in the opinion of many parents, both teachers and parents are responsible for cooperation. Active cooperation between a pre-school teacher and parents brings mutual benefits – it enables parents to get better acquainted with education curriculum, activities planned for their children as well as enables teachers to get better acquainted with parents' expectations and get to know children's families. Parents mostly emphasized willingness to cooperate, openness and sincerity – these particular factors determine success in cooperation between parents and teachers. Speaking about the factors undermining cooperation between teachers and parents, informants mentioned the following main reasons: insufficiency of time and unwillingness to cooperate. Parents are most interested in photo galleries, news for parents, specialists' advice. All the respondents emphasize that the received information encourages parents to be

more concerned of the activities organized for children, enables to make suggestions to the teachers, propose ideas, communicate and cooperate with the teachers working in the group. Most respondents missed forum for parents in the website, where they could share their opinions, ask questions, make suggestions for general activities.

Conclusion

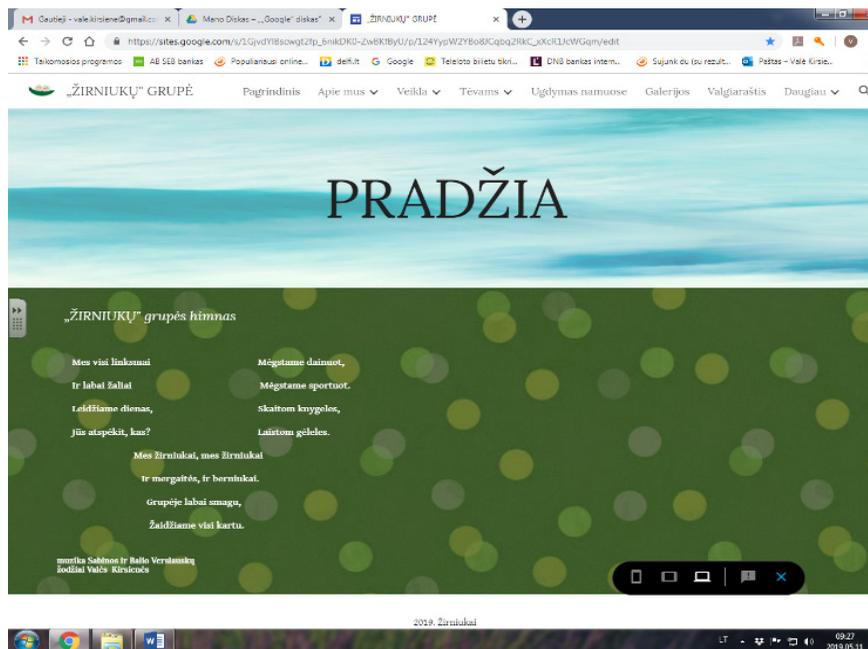
1. The essence of pedagogic cooperation consists of consistent involvement of the participants into mutual interaction, encouraging to search for new ways of cooperation. Usage of group's website saves parents' and teachers' time, improves the efficiency of communication between parents and teachers, facilitates monitoring children's education process, encourages parents to actively participate in their children's educational activities.

2. The group's website is acceptable for cooperation between parents and teachers; however, it must be supplemented by parents' forum.

VALĖ KIRSIENĖ
RENATA KONDRATAVIČIENĖ

References

1. Berkley, H. (2007). *Internetinė rinkodara smulkiąjam verslui*. Klaipėda: Logitema, p.144.
2. Glebuviienė, V., Tarasonienė, A. (2008). Šiuolaikinės informacinės technologijos ir vaikų žaidimai. *Pedagogika* (89), p. 70-74.
3. Kondratavičienė, R. (2016). Ikimokyklinio ugdymo įstaigų pedagogų ir tėvų bendradarbiavimas. *Ikimokyklinio ugdymo įstaigų pedagogų ir tėvų bendradarbiavimas: tarptautinės mokslinės praktinės konferencijos medžiaga*. Kaunas: Kauno kolegijos leidybos centras, p. 109-114.
4. Kontautienė, R. (2006). *Bendradarbiavimo sistema ir jos valdymas mokykloje*. Klaipėda: Klaipėdos universiteto leidykla.
5. Kovienė, S. (2017). Tėvų švietimas ikimokykliniame ugdymo įstaigose: lūkesčiai ir realybė. *Andragogika*, 1(8), p. 144-158.
6. Lee, C. D. (2005). Rethinking the goals of your performance-management system. *Employment Relations Today*.32(3), p. 53-60.
7. Martišauskienė, D. (2014). Pedagogų ir tėvų bendradarbiavimo kokybė – vienas pedagogų veiklos profesionalumą lemiančių veiksnių. *Tiltai*, 59(2), p. 109-123.
8. Slušnienė, G., Parišauskienė, D., Balčėtienė, A. (2017). Bendradarbiavimui su ugdytinių tėvais skirtų technologijų taikymas siekiant efektyvios komunikacijos. *Mokslų Taikomieji Tyrimai Lietuvos Kolegijose*, (1), p. 13-18
9. Vuk, S. (2012). Website – A Partnership between Parents, Students and Schools. *ELearning Papers*. (30).
10. Vuorinen, T. (2018). 'Remote parenting': parents' perspectives on, and experiences of, home and preschool collaboration. *European Early Childhood Education Research Journal*, 26(2), p. 201-211.
11. Zajančauskienė, L. (2010). *Informacinių komunikacinių technologijų taikymas darželyje*. Vilnius: Informatikos ir matematikos institutas.



SOCIAL MEDIA IN THE LIFE OF STUDENTS IN RELATION TO THEIR SELF-WORTH



József Tóth

College Assistant Lecturer
Apor Vilmos Catholic College
Vác, Hungary.

Anikó Benyák

Associate Professor
Széchenyi István University
Apáczai Csere János Faculty
Department of Teacher Education
Győr, Hungary

ABSTRACT

Social networks like Facebook, Instagram, Snapchat or Twitter have gained a lot of influence in most of the world nowadays. The great success of these sites obviously includes various components, but the most important among them is raising self-awareness, competing with peers and comparing with others (Stefanone et al. 2008, Zeigler-Hill, 2006 Balakrishnan - Griffiths, 2017).

This way, feedback, which has been gained from various social networking sites, has a serious impact on the self-esteem and self-worth of individuals. Recent meta-analysis of 46 studies showed that self-esteem has a medium-level positive effect on student achievement (Koruk, 2017).

In our article, we present the main features and connections of the Facebook use among students (such as the number of friends, spent time online, sharing of personal pictures), as well as these usage specifics with self-esteem (Contingencies of Self-Worth -CSW, Crocker and Wolfe, 2001).

In this article, we argue that those students who have more friends on Facebook, use this social network medium more frequently or that those students who allow free access to their personal photos and videos uploaded on Facebook, have their self-esteem more dependent on external validators, that is, the public contingencies (recognition of others, competition, appearance and learning performance) rather than to depend on private areas of self-esteem (family support, moral, behavior and compliance with God).

Key words: social media, Facebook usage, students, self-esteem

RÉSUMÉ

Les médias sociaux dans la vie des étudiants, en corrélation avec leur estime de soi

Les réseaux sociaux, comme Facebook, ont gagné du terrain dans la plupart des pays. Les contre-réactions sur les médias sociaux ont un effet important sur l'estime de soi des individus. Une méta-analyse conduite récemment, dans laquelle 46 ouvrages spécialisés ont été étudiés, a déclaré qu'il y avait également une corrélation entre l'estime de soi et les succès scolaires (Koruk, 2017)

Dans notre article, nous allons présenter les caractéristiques principales de l'utilisation de Facebook des étudiants interrogés (nombre des amis, temps d'utilisation, partage des photos personnelles), ainsi que leur rapport avec l'estime de soi (CSW, Crocker et Wolfe, 2001)

Selon nos résultats, l'estime de soi de ceux qui ont plus d'amis, qui utilisent Facebook d'une façon plus intensive et qui donnent un accès libre à leurs photos personnelles, dépend plus fortement des affirmateurs extérieurs, donc les contingences publiques (reconnaissance des autres, rivalité, apparence physique, résultats scolaires) sont plus importants pour eux que les domaines privées de l'estime de soi (soutien de la famille, comportement moral, conformité à Dieu)

Mots-clés: médias sociaux, utilisation de Facebook, étudiants, estime de soi

In recent years, everybody has become used to the fact that the mobile phones the students are using are not extraordinary items, but play an almost indispensable role in their everyday lives. Using devices on daily basis has already crept into our lives, we have learned to live with them; moreover, it is their absence that may cause anxiety-like reactions (Cheever et al., 2014). It is beyond doubt that social media networks are strong players of the multi-faceted digital world. Taking into account the number of active members, Facebook is predominant in this segment with its over 2 billion 38 million users¹. In this paper, we intended to discover the reasons why social media channels are successful. One of these factors is the fusion of technologies offering not ease of use, but internal incentive. Motivation is also important. According to Birkenbihl (1997), each of our actions can be traced back to our eagerness to present a positive image of ourselves to those around us and receive positive feedbacks, so that our self-esteem would remain positive.

While examining the psychological background of Facebook use, many significant variables have been found; it seems that the most important are attention-seeking, competition, and comparison with others (Stefanone et al., 2008; Zeigler-Hill, 2006; Balakrishnan and Griffiths, 2017). Miller and Edwards (2007) point out that photo-sharing on Facebook involves two very distinct behaviors which can be interpreted as two ends of a scale; one tendency is to share photos for the sake of distant family members, the other tendency being to share photos rather for the sake of strangers. Based on the above, we may suggest that the former's function is to maintain and strengthen family ties, while the latter's function is more to gain the approval of strangers and to gather positive feedback that could contribute to self-image.

Contingencies of Self-Worth (CSW)

As far as self-worth is concerned, this paper uses the interpretative framework suggested by Crocker and Wolfe (2001). According to their approach, self-worth is relatively stable, but not immutable. Crocker et al. (2003) have identified seven

domains, i.e. contingencies that serve as a basis for self-worth and have different significance to each individual. Stefanone et al. (2011) have later arranged them into two groups; one is the factor of public contingencies: approval, appearance, competition, academic achievement. The second factor, i.e. private contingencies focuses on elements related to more traditional, personal domains like family support, virtue, and God's love. The contingencies of self-worth they defined cover the important domains of an individual's life. The success achieved in a domain important to a certain individual is related to positive feelings, while failures regarding important contingencies entail negative feelings. For example, if the individual's self-esteem is based on self-appearance, they will be more sensitive to comments on their look than those about academic achievement, while an individual whose academic achievement is important to their self-esteem will be more sensitive to that, but less sensitive to other contingencies, e.g., appearance or God's love. One of the outstanding results of the research done by Crocker et al. (2003) is that contingencies can predict behavior to a certain extent, thus if someone's self-esteem is contingent on appearance, then, studies show, they will spend more time with buying things, partying, spending time with friends. However, if someone's important contingency is academic achievement, then they will rather spend significantly more time learning.

Purpose of the research; questions raised

Our study intended to find out how college students use one of the most popular social networking sites, Facebook, and how their Facebook activity relates to the contingencies. We sought answers to the following questions:

- How many friends do the participating college students have on average?
- How often do they use Facebook from permanent presence to visiting the site with less than daily frequency?
- To what extent do they limit other users' access to their personal photos?

- How do the number of friends, the frequency of use, and the access to personal photos relate to the different domains of self-worth (i.e. public and private contingencies)?

Study sample

The study sample consisted of 431 (412 female and 48 male) students attending the Apur Vilmos Catholic College. The mean age of our study subjects was 26.81 years (SD = 8.406).

Study method and means

We applied the method of written queries, creating an online questionnaire. Besides demographic questions, the questionnaire surveyed Facebook use, as well as the contingencies of self-worth using questions of Crocker and Wolfe's Contingencies of Self-Worth. While interpreting the results we used the methodology suggested by Stefanone et al. (2011).

Study results

The lowest number of friends was 3, the highest 2929 in the study sample, with a mean of 584, and a median of 527. As far as uploaded photos are concerned, 6.3% of the study subjects reported not to have any photos of them on Facebook, while the person with the highest number of photos had 888 uploaded photos. The mean number of photos was 59, the median was 20.43% of the subjects have some Facebook activity several times a day, and another 17% of them visit the site even more frequently; the data show that Facebook use has become part of everyday life for their majority. Most responders, 75.4%, only allow their friends to have access to their photos; 9.4% makes no restrictions. Another 8.9% only grants access to their family members and/or close friends. 90% of the study sample takes the opportunity to restrict the access to their personal photos, i.e. prevents strangers to have a look at their personal information, which suggests quite privacy-conscious user behavior. Our results show a significant ($p < 0.022$) positive correlation between the number of friends and the public contingencies of self-worth. This means that the more friends one has, the more

¹ <https://zephoria.com/top-15-valuable-facebook-statistics/> last seen:05-22-2019

dominant effect the feedback from their wider social environment has on their self-worth, i.e. the more their perception of self relies on others' approval, comparison with others, and the more important appearance or measurable academic achievement is to them. Based on the results, the frequency of Facebook use is also related to the public domains of self-worth. The self-worth of groups with more frequent use is more contingent on external affirmations from a wider circle. Our results show that granting access to personal photos is also more closely related to the public contingencies of self-worth. The self-worth of those who grant anyone free access to their photos is more contingent on feedback given even by strangers, as well as on comparing

themselves to others. Overall, we may establish that the presence of social media is quite intensive in the study subjects' lives, however, the signs and efforts to privacy-conscious use are also present. The specificities of Facebook use (more friends, more frequent use, freer access) are related to the individuals' self-worth. More intensive Facebook use is more closely related to public contingencies. The dominance of public contingencies, such as approval from others or appearance, may suggest that a given individual has difficulty maintaining stability in their self-worth on the long run, since these factors are quite fickle. The domains of self-worth presented in our study may also affect the college students' mental health.

This aspect may direct our attention to the importance of strengthening private contingencies. The results may indirectly suggest that conveying timeless, context-independent values can be an important pedagogical objective, creating a foundation for mental stability. Especially as many studies confirmed that self-esteem is related to multiple indicators of academic achievement (Booth and Gerard 2011, Davies & Brember 1999, Giunta et al, 2013 for review see Körük, 2017).

JÓZSEF TÓTH
ANIKÓ BENYÁK

References

- Balakrishnan, J. & Griffiths, M. (2017). An Exploratory Study of "Selfitis" and the Development of the Selfitis Behavior Scale. *International Journal of Mental Health and Addiction*. DOI: 16. 10.1007/s11469-017-9844-x.
- Birkenbihl, V. (1997): Kommunikációs gyakorlatok, *Trivium* Kiadó, Budapest.
- Booth, M. Z. & Gerard, J. M. (2011) Self-esteem and academic achievement: a comparative study of adolescent students in England and the United States, *Compare: A Journal of Comparative and International Education*, 41:5, 629-648, DOI: 10.1080/03057925.2011.566688
- Crocker J., Luhtanen R.K., Cooper M.L., (2003): Contingencies of self-worth in college students: Theory and measurement. *Journal of Personality and Social Psychology* 85: 894–908.
- Crocker, J., Wolfe, C. T. (2001): Contingencies of self-worth. *Psychological Review*, 108. 593-623.
- Davies, J. and Brember, I. (1999) Reading and Mathematics Attainments and Self-esteem in Years 2 and 6 - an eight-year cross-sectional study, *Educational Studies*, 25:2, 145-157, DOI: 10.1080/03055699997873
- Giunta, L., Alessandri G., Gerbino M., Luengo P. Kanacri, Z. Caprara G. V., The determinants of scholastic achievement: The contribution of personality traits, self-esteem, and academic self-efficacy, *Learning and Individual Differences*, Volume 27, 2013, Pages 102-108, ISSN 1041-6080,
- Miller AD, Edwards WK. (2007) Give and take: a study of consumer photo-sharing culture and practice. In: *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems*. San Jose, CA: ACM, pp. 347–56.
- Cheever, N.A., Rosen, L., Carrier, M., Chavez, A. (2014): Out of sight is not out of mind: The impact of restricting wireless mobile device use on anxiety levels among low, moderate and high users, *Computers in Human Behavior*, Volume 37, Pages 290-297, ISSN 747-632, DOI: <https://doi.org/10.1016/j.chb.2014.05.002>.
- Körük, S. (2017) , The Effect of Self-Esteem on Student Achievement *Springer International Publishing AG* 2017 ISBN978-3-319-56082-3 DOI: <https://doi.org/10.1007/978-3-319-56083-0>
- Stefanone M, Lackaff D, Rosen D. (2008): We're all stars now: Reality television, Web 2.0, and mediated identities. In *Proceedings of ACM's Hypertext and Hypermedia*. Los Alamitos, CA: IEEE Press, pp. 107–12.
- Stefanone M. A., Lackaff, D Rosen (2011) Contingencies of self-worth and social-networking-site behavior *Cyberpsychology, Behavior, and Social Networking* 14 (1-2), 41-49 p.
- Zeigler-Hill, V. (2006): Contingent self-esteem and the interpersonal circumplex: The interpersonal pursuit of self-esteem. *Personality and Individual Differences* 40: 713-723.

Visions and Practices

Visions and Practices

GOOD PRACTICES TO HELP OUR COLLEGE STUDENTS TO COPE WITH STRESS



Cecilia Hollósi

Lecturer
Department of Psychology –Pedagogy and P.E.
Apor Vilmos Catholic College
Vác, Hungary

Enikő Bartha

Lecturer
Department of Psychology –Pedagogy and P.E.
Apor Vilmos Catholic College
Vác, Hungary

ABSTRACT

What is stress? Is it good or bad? How can we cope with distress? What causes stress in our life today? We were focusing on these questions on our workshop held in December to help our College Students to reduce the stress as they are facing exam-period. We also gave some core ideas how to prepare to the exams, which learning method to choose how to relax before the oral exam, and we have finished our workshop with P.E activities to help relaxation and reducing stress. We gained feedback from our workshop not only by the exam marks but from the questionnaire the participants filled in afterwards. The stress caused by exam periods are normative crises but if it coincides with other life crises, paranormative crises (like break up, illness, financial difficulties) it can cause major troubles and requires the help of professionals. To prevent this it is important to prepare our College students to cope with minor life stresses.

RÉSUMÉ

C'est quoi le stress? Ca fait du bien ou du mal? Comment gérer le mauvais stress? Quelles sont les causes du stress aujourd'hui? Ce sont les questions à lesquelles nous avons cherché la réponse pendant l'atelier de decembre. Le but était de proposer une aide à nos étudiants traversant la période d'examen. Ils avaient la possibilité de se familiariser avec méthodes de préparation à choisir ainsi de connaitre les diverses techniques de relaxation avant l'examen oral. On a fini par des exercices P.E. afin de se relaxer et de réduire le stress. Nous avons eu des retours d'informations non uniquement par des résultats obtenues par nos étudiants, mais également par le questionnaire rempli à la fin de l'atelier. Normalement le stress vécu pendant la période d'examen fait partie d'une crise normative, mais en cas d'une crise paranormative en meme temps (rupture, maladie, difficulté financiere...) cela peut générer des problemes majeurs nécessitant une intervention professionnelle de la part d'un psychologue. Pour éviter telles interventions, il est important d'assister nos étudiants d'apprendre à faire face au stress qui peuvent se produire dans leur vie.

In the last semester at Apor Vilmos Catholic College at Vác, Hungary our Departement, (Department of Pedagogy-Psychology and P.E.) we launched a program to help our Students to cope with their every day stress. We thought it is quite important to give some good ,practical advice specially at before the upcoming exams.

Our program consisted from four parts.

- theories of different types of stresses
- the possible forms of coping with stress
- good practices in studying to exams and avoiding anxiety and panic before exams
- practicing relaxation methods in the gym- room

We asked our Students to give us written feedback about the workshop we gave. In this inventory we measured their expectancy and their contentment with our program and also gained more information about their daily life-stress

Theoretical background

“Not the stress is killing you but how you react to it.” Hans Selye

We distinguish two types of stress:

Eustress-is defined as the positive or healthy cognitive response to stress by Hans Selye and Richard Lazarus. It occurs when there is a gap between what we have, our abilities and what we want or need to do. Eustress is when we feel challenged

and have hope to achieve our goal.

Distress- when stress is not resolved with coping or adaptation. It is the negative type of the stress. If it lasts long it may cause psychosomatic diseases

The somatic symptoms of stress are : exhaustion, sleeping problems, asthma, infections, memory problems, dizziness, chest pain, back pain, (Kozłowska,2013)

Life events and circumstances leading to stress:

According to Holmes and Rahe (1967)¹ the biggest stress in life is the death of your closest One. (Spouse, or parents) In their Stress Scale they collected stressful life event everybody can meet. They associated points to every stressful life event. If one collects over 300 points in a year time it means they are under a huge amount of stress and they risk to have stress-disease. Holmes and Rahe made an other scale for non-adults or youngsters which could be implied to our College Students.

Stress in the life of Students in 3.level Education

In our days many of the College Students are struggling with stress ,what can lead to mental health and psychosomatic diseases, as the followings:

- financial difficulties-as they have to support themselves and maybe even pay for their studies

- the question of independence and dependence from their Parents. If they have to accept financial support from their Parents they can not be so independent.

- student life and social networks , and relationships can also cause many troubles. Friendships or partnerships are not very stabile and much looser as it was in high schools. The Universities are trying to offer social activities for their students but many of them can not engage in them...

- learning competences are crucially important at College. But many of them are struggling with it. The Students lack of the ability of analytic thinking, good time-management and the skills to cope with the stress caused by the exam situations.

(Lazányi, 2012)²

So we can see that young adulthood is full wit stressful events and Students need good coping mechanisms.

Good practices to help studying

In this part we would like to give some ideas which could be helpful to all generations in time of stress:

- Go for a nice walk! Enjoy the nature!

- Do something you really like! Live the flow moments!

- Do short meditating exercise! Pray, if you are a Christian!

- Do breathing exercises. Not only the deep breathe is important but the long, big exhale. Exhale 5 times as long as you can and you will feel more relaxed!

- Try to give enough time to yourself, to your family to your friends, to studying and to work. Good equilibrium is vital!

- Eat healthy food! Fruits and veg daily, not too much sugar and flour!

- Get enough good sleep! Have an afternoon nap!

- Have supporting and kind people around you! Choose your friends well!

- Create short –term and long –term goals and fight for them!

- Have good laugh! Humor is healing...

- Do not be shamed and afraid to see a professional helper if you need it. Only strong people are brave to admit they also need help!

Students' feedback form our workshop about 'Coping with stress at exam times'

In their verbal and anonymly written feedback our Students were happy to participate in our workshop and found it very -very usefull. They plan to use the techniques we showed them. They specially mentioned the relaxation, and breathing methods and the tips how to study , how

to manage their time, and how to focus on good thoughts before entering the exam hall.

From their feedback we understood that they would need more counseling about how to manage their stress and time. On the other hand we have to find other means and ways to reach them as we find that our Students are very passive...

CECILIA HOLLÓSI
ENIKŐ BARTHA

1 Holmes TH, Rahe RH (1967). "The Social Readjustment Rating Scale". J Psychosom Res. 11 (2): 213–8.

2 Dr. Lazányi Kornélia (2012): Stressz és társas támogatás a felsőoktatásban. *Vállalkozás fejlesztés a XXI. században* 341-360 oldal.

UNE COLLABORATION AU-DELÀ DES FRONTIÈRES: UN ATOUT COMPLÉMENTAIRE DANS LA FORMATION DES ENSEIGNANTS



Magali Descoedres

Associate Professor
Haute Ecole Pédagogique, canton de Vaud,
Lausanne, Switzerland

Frances Murphy

Associate Professor
Institute of Education
Dublin City University
Dublin, Ireland

ABSTRACT

Learning to teach Physical Education: answering research questions across borders

Since 2015 lecturers and students from two institutes of education have been collaborating on short mobility projects together in the field of Physical Education (PE). The Haute Ecole Pédagogique in Lausanne (HEP) and Dublin City University (DCU), Institute of Education are collaborating together in PEERS projects, which aim to prepare each student teacher to become a *global teacher in a global world*. This is an innovative initiative offered to the students and the researchers of the HEP Vaud within the framework of the PEERS programmes. PEERS projects constitute an essential opening to the world for all the participants. An international project is planned by alternating face to face and distance learning with peers 'who live on the other side of the world'. Topics were broadly concerned with inclusion of children with special needs in PE lessons and enhancing quality teaching and learning within PE. Themes explored were: critical incidents in PE, academic learning time in PE lessons, formative assessment in PE and inclusion of children with special needs in PE lessons.

Introduction

Pour la cinquième année consécutive, des formateurs et des étudiants provenant de deux instituts de formation d'enseignants (Dublin City University, Institute of Education et la Haute Ecole Pédagogique du canton de Vaud en Suisse) ont bénéficié d'un programme de mobilité courte. Les échanges ont eu lieu tantôt en présentiel, puisque chacun a passé une semaine chez les étudiants partenaires, ou à distance par le biais des réseaux sociaux. L'objectif de ce type de programmes d'échange appelé PEERS (projet d'Etudiants et d'Enseignants-chercheurs en réseaux sociaux) est de permettre aux futurs enseignants de devenir des *global teacher in a global world* en collaborant au-delà des frontières. Les thématiques de l'inclusion des élèves à besoins particuliers en éducation physique et sportive (EPS), ainsi que la qualité des leçons d'EPS ont servi de focale à ces projets, notamment en analysant l'*Academic Learning Time*, l'évaluation ou encore les incidents critiques durant les cours d'EPS.

Méthode

Entre 2014 et 2019, les étudiants et la formatrice suisses ont passé une semaine à Dublin en automne, alors que les étudiants et la formatrice irlandaise ont séjourné à Lausanne en hiver. Chaque année, deux formatrices (n=2, une de Lausanne et l'autre de Dublin) et des étudiants (n=38 au total, une moitié provenant du canton de Vaud, l'autre moitié d'Irlande) ont observé des cours d'EPS dans les deux contextes. Les observations (n=40) étaient suivies de discussions autour des objets de recherche (inclusion des élèves à besoins particuliers en EPS, ou qualité en EPS autour de diverses focales). Au début, au milieu et à la fin de chaque projet, des entretiens *focus group* ont été effectués, afin de questionner les étudiants sur le déroulement des semaines en présentiel (points positifs et points à améliorer). Le deuxième axe de questions concernait l'apport du projet PEERS en tant que futur enseignant et en tant que personne, de même que la compréhension par les étudiants du fait de devenir un *global teacher in a global world*. Tous les entretiens ont été enregistrés et retranscrits.

Résultats

L'aspect positif mentionné unanimement par tous les participants durant les cinq années du projet concerne les visites de classe. Le fait d'observer les pratiques d'enseignants issus d'un autre contexte ainsi que des élèves en activité permet de rendre l'alternance entre la théorie et la pratique fonctionnelle tout en favorisant les échanges professionnels autour des thématiques choisies : *I was really stressed the first day [on arriving in Dublin]. I didn't know the others, I didn't know you, then I experienced a lot of new things, then [I was] really glad I made it. [It made me think] how can I help a child [experiencing new things] to be more comfortable. I will need to be doing the same for children, kids coming the first day in your class* (étudiante suisse, 2019).

Pour les étudiantes irlandaises, cette opportunité d'observation a été unique: *we saw real teachers in real classrooms. The most beneficial thing was looking to see, watching another teacher. This is the only time for us that we sit down and observe a teacher teaching PE* (étudiante irlandaise). Les observations de situations de classe ont permis une ouverture d'esprit également, *it really helped us, we saw real-life teachers, [it] allowed us think in a different way* (étudiante irlandaise, 2019).

Les observations effectuées par les étudiants sont fines et précises, même si parfois la barrière langagière est présente. Elles concernent notamment des gestes professionnels que les enseignants débutants doivent encore acquérir, *I only have a small bit of French so I had to watch the body language. She (the teacher) was watching all the children closely, it is important to watch the positioning of the teacher* (étudiante irlandaise, 2019). Les observations ont également permis un questionnement sur l'évaluation : *watching the lessons, made me think where I could put in assessment, examples of assessment makes it easier now to slot in assessment and see opportunities. We can go in planning for assessment not just in PE but for all lessons* (étudiante irlandaise, 2019).

Les participants évoquent des similitudes, mais aussi des différences entre les deux contextes. Dans le canton de Vaud, le nombre d'élèves par classe (environ 20) est inférieur à celui de l'Irlande (environ 30) et l'équipement dans les salles de sport y est plus important. Certains

pratiques sportives apparaissent comme étant culturellement ancrée (le *Gaelic football* ou le *hurling* en Irlande, le patinage sur glace dans le canton de Vaud). Malgré ces différences, il semblerait que les enseignants des deux contextes partagent le même but, à savoir que les élèves **apprennent** durant les cours d'EPS.

Unanimement, les étudiants évoquent la leçon d'EPS d'une enseignante généraliste à Lausanne avec des élèves de 8 ans, comme un moment marquant pour eux: *the energy of the teacher showed us we, the teachers are the people who make the difference. The children in the class learned a lot* (étudiante irlandaise, 2019), *a very high level of physical activity in this class* (étudiante suisse, 2019). *I really like the way she talked [to the children], a really good thing. For me she was perfect* (étudiante suisse, 2019).

Concernant l'objectif que les participants comprennent le concept du global teacher in a global world, il apparaît que *The global teacher, it's more like an attitude, inclusion of all nationalities* (étudiante suisse, 2019), *c'est really important for the children that you are a global teacher and can accommodate all differences in the classroom* (étudiante irlandaise, 2019). *There are so many similarities in education in general: you are not just an Irish primary school teacher, you are a teacher who should be able to teach any students, open to change being aware* (étudiante suisse, 2019). L'apport de la participation à un projet PEERS a un impact au-delà de la salle de la classe, puisque *if next year you are writing to me, or in two years time, can I come into your class [so PEERS students can observe teaching], I will say 'of course you can'* (étudiante suisse, 2019). Cette collaboration au-delà des frontières, outre le fait de pérenniser les liens professionnels, semble également avoir une incidence sur la réflexion : *I can learn so much...questioning myself...what can I do... it's a process...reflection on teaching. There is a real purpose in it* (étudiante suisse, 2019).

Discussion

Parallèlement aux discussions professionnelles, aux observations en classe et aux réunions de recherche, des activités sportives, telles que des marches en montagne, du ski, du patinage sur glace, de la gymnastique aux agrès ont été pratiquées. Les activités culturelles ont consisté à visiter les lieux touristiques incontournables,

comme des fabriques de bière locale ou de chocolat, des musées ou encore à regarder un match de hockey sur glace ou à se détendre dans des bains thermaux. Les étudiants et les formateurs mettent en avant les expériences partagées tant au niveau professionnel que culturel comme un élément central de développement professionnel.

Conclusion

La valeur de tels projets est inestimable pour les étudiants et les formateurs : c'est une étape importante qui rapproche les enseignants du monde entier grâce à un intérêt commun pour l'EPS. Cette expérience permet à tous les acteurs de partager les bonnes pratiques, de parler des observations de classe, de susciter des attitudes d'ouverture d'esprit et de faire un pas important pour devenir un *global teacher in a global world*, ceci déjà durant le cursus de formation.

MAGALI DESCOEUDRES
FRANCES MURPHY

MAR DE LIXO - UMA EXPERIÊNCIA SOCIAL MULTIMÉDIA



Teresa Maia e Carmo

Professora Adjunta Especialista
Departamento de Tecnologias Educativas
Escola Superior de Educação de Santarém
Instituto Politécnico de Santarém
Santarém, Portugal

ABSTRACT

The article reports a pedagogical practice of deepening the skills of media literacy and media education through the production of a multimedia educational resource.

Key words: media education, educommunication, media literacy, multimedia production in education, video production as learning tool, digital society.

Enquadramento

Na linha temática da publicação que aborda a Sociedade Digital e Educação, e no contexto da unidade curricular (UC) «Análise do Discurso dos Media» do 2º semestre do 1º ano da Licenciatura em Produção Multimédia em Educação da Escola Superior de Educação do Instituto Politécnico de Santarém, o presente artigo versa sobre o potencial pedagógico da produção multimédia para a prossecução dos objetivos de aprendizagem da referida UC. Em especial: «conhecer os diferentes discursos mediáticos, nas suas formas de produção, encenação e receção; recolher, selecionar e interpretar a informação relevante; produzir um discurso analítico sobre os media; e refletir criticamente acerca da contemporaneidade mediática».

O contexto é o do desenvolvimento das aprendizagens adquiridas em Educação para os Media (UC do semestre anterior), aprofundando a *literacia mediática* dos estudantes. O conceito de literacia mediática tem feito o seu caminho (Thoman, 2003; Livingstone, 2003, 2004 a, 2004 b, 2011; Thoman e Jolls, 2003) e a definição operatória que aqui adotamos é a proposta pelos peritos europeus do *Media Literacy Expert Group*. Literacia mediática é, pois, «a capacidade de aceder aos media, de compreender e avaliar de modo crítico os diferentes aspetos dos media e dos seus conteúdos, e de criar comunicações em diversos contextos» (COM, 2007).

Este grupo de peritos aponta quatro domínios essenciais, que se interpelam sistemicamente no multidimensional

conceito de literacia mediática: aceder, compreender, avaliar e criar. O que corresponde em larga medida às três grandes dimensões enunciadas por outros especialistas: a dimensão técnica, a crítica e a criativa (Euromeduc, 2009, EAVI, 2009, 2011). Seguindo este quadro conceptual como guia para o ensino/aprendizagem tratava-se, pois, de dar acesso (primeira dimensão) a uma fonte de informação riquíssima (a Imprensa), treinando os domínios do «compreender e avaliar», como base para o «criar», um dos mais fortes propósitos da Produção Multimédia, que a Licenciatura enfatiza.

Os processos de globalização comunicacional que emergiram do paradigma digital e o advento do *prosumer* (Toffler, 1980), produtor e simultaneamente consumidor de informação, articulando em rede media de massa e interpessoais, enformam uma «cultura de convergência» (Jenkins, 2008) que afetou todos os campos da experiência social, incluindo a Educação.

Por outro lado, a explosão da auto-edição e a afirmação do «Conteúdo Gerado pelo Utilizador», aliados a fatores como a insustentabilidade do modelo de negócio dos media convencionais e uma crise de credibilidade sem precedentes (Kovach e Rosentiel, 2004 e 2010; Mesquita, 2013; Fidalgo, 2009), transformaram o jornalismo numa atividade com muito «má Imprensa» (Maia e Carmo, 2016). Os estudantes manifestam uma atitude de desconfiança perante os «media tradicionais» que consideram sob permanente suspeita de manipulação, enquanto ostentam

simultaneamente uma ingénua credulidade na transparência redentora das fontes digitais que aparecem como que por milagre nos seus murais e feeds em circuito fechado das redes sociais, constituindo a sua primordial fonte de informação. «Vi num vídeo, veio de um *influencer* que sigo».

No desenvolvimento desta UC, tratava-se de dar a conhecer as estratégias de produção da atividade jornalística e, simultaneamente, empoderar os estudantes com a sua prática, aliada ao conjunto de conhecimentos sobre produção multimédia que, entretanto, adquiriram noutras UC, em linha com os objetivos gerais da Licenciatura. Ora, atualmente, o jornalismo tornou-se muito mais que um produto meramente textual. Tornou-se gráfico, infográfico, iconográfico, em suma, multimodal (Peltzer, 1992). O que justifica a opção pelo exercício coletivo proposto à Turma.

Descrição

Após 10 sessões de aprendizagem acerca do sistema mediático contemporâneo foi proposta aos oito estudantes a produção de um recurso educativo multimédia, seguindo as etapas fundamentais da metodologia de projecto, com tema e formato à escolha da turma.

O tema escolhido foi o «ambiente», no formato de vídeo-reportagem. Foi definido o público-alvo (generalista) e os seguintes objetivos: dar a conhecer os vários tipos de lixo e o seu percurso até irem parar aos oceanos; consciencializar para o impacto do lixo no meio ambiente; e, como fazer a diferença. A partir destas coordenadas, procedeu-se a uma divisão de tarefas em funções de produção: pesquisa, produção, realização, texto, câmara, som, pós-produção vídeo e narração/ *voz off*.

A partir de uma reportagem do jornalista Luís Francisco sobre o ativista ambiental Miguel Lacerda, no semanário Expresso (Francisco, 2019), a turma idealizou a criação de uma iniciativa com vista a consciencializar o público para a importância do destino do lixo.

Os estudantes procederam a uma pesquisa exaustiva acerca do tema, assim como à procura de contactos de especialistas/ entidades relevantes e bem assim à preparação de guiões de entrevista, em

conformidade com os procedimentos jornalísticos profissionais. Mas nem tudo foi conseguido à primeira tentativa.

Primeiro, contactaram o responsável da Ecoezíria - Empresa Intermunicipal Tratamento Resíduos Sólidos - para uma entrevista que lhes explicasse todo o processamento dos diferentes tipos de lixo, impactos e melhorias possíveis. Foram informados de que Ecoezíria se encontra lotada de resíduos, logo, inoperacional.

Tentaram a Resitejo - Associação de Gestão e Tratamento dos Lixos do Médio Tejo - da qual não obtiveram qualquer resposta (o que acontece a todos os jornalistas, mas que foi pedagogicamente importante para compreenderem o normal relacionamento com as fontes, e a diferença entre as ideias, as possíveis e as disponíveis em tempo útil).

Contactaram ainda o deputado do partido PAN (Pessoas, Animais, Natureza). «Com as eleições Europeias foi difícil conseguir uma entrevista», referem no relatório final do projecto, que prossegue: «depois de uma reunião de turma, avançámos então com o “plano C” que acabou por ser o nosso trabalho final. Surgiu da simples ideia de apanhar lixo no campus do Politécnico e com isto fazer uma iniciativa social. O principal foi criar a ilusão do fundo do mar, apelando à consciência de que todo o lixo deitado para o chão vai parar ao oceano».

Os estudantes dispuseram o lixo recolhido em mesas de uma sala de aula e convidaram diferentes elementos da comunidade escolar para, de surpresa, comentarem o assunto.

«Encontrámos os mais diferentes tipos de lixo: um churrasco (em decomposição), uma cadeira de plástico (partida), um taco de *snooker*, lâmpadas (inteiras e partidas), um tubo de cartão, cartões, beatas e os mais diversos tipos de plástico», sublinham. «Nesta iniciativa social, foram feitas várias entrevistas aos colegas dos Cursos Educação Ambiental e Turismo de Natureza, Educação Social, Educação Básica, Design Digital e Artes Plásticas e Multimédia. Tivemos também a colaboração das assistentes operacionais da escola, como a D^a. Bia, a D^a. Isabel, o senhor Mota e o professor Bento Cavadas. Estes não tinham conhecimento do que se iria realizar, visto que através desta experiência

social, tínhamos como objetivo apreender reações genuínas dos participantes relativamente ao lixo acumulado».

O material utilizado na produção incluiu: uma câmara de vídeo; três câmaras fotográficas; um microfone de lapela; dois tripés; uma sala de aula de 20 lugares.

Conclusões

Em conclusão, os estudantes praticaram as quatro dimensões da literacia mediática: **aceder** (ao tema escolhido, através dos media), **compreender** (a dimensão do problema da poluição ambiental dos oceanos), **avaliar** (os media como construtores de realidade) e **criar**: produziram um recurso com valor educativo, de forma multimédia e colaborativa.

A aquisição destas competências está em linha com a literatura, em particular quanto ao uso educativo dos media (Pinto et al, 2011:148, Pereira et al, 2014:10) e gerou um *feedback* muito positivo por parte dos estudantes, conforme se lê no relatório final da atividade.

A sua articulação com a criação de uma *literacia transmedia*, entendida como «um conjunto de capacidades, práticas, valores, sensibilidades e estratégias de aprendizagem e intercâmbio desenvolvidas e aplicadas no contexto das novas culturas colaborativas» (Scolari, 2018), enquadra-se nos desafios que a nova ecologia mediática pede ao ensino superior. Em particular, a integração da multimodalidade contemporânea implícita nos meios digitais interativos no perfil de aprendizagem de estudantes que se querem *prosumers* críticos e criativos.

TERESA MAIA E CARMO

Referências Bibliográficas

- Comunicação da Comissão ao Parlamento Europeu, ao Conselho, ao Comité Económico e Social Europeu e ao Comité das Regiões: Uma Abordagem Europeia da Literacia Mediática no Ambiente Digital (COM 2007. 833)
- Euromeduc (2009). *Media Literacy in Europe: Controversies, Challenges and Perspectives*. Bruxelas: Euromeduc
- European Association for Viewers Interests – EAVI (coord.) (2009). *Study on Assessment Criteria for Media Literacy Levels. Final Report*. Bruxelas: Comissão Europeia
- Fidalgo, António (2009). *Especificidade Epistemológica do Jornalismo*. In *Media, Redes e Comunicação – Futuros Presentes*, Lisboa: Quimera Editores
- Francisco, Luís (2019). Miguel Lacerda, o D. Quixote da Ecologia. In *Semanário Expresso* de 23.02.2019, acedido a 25.07.2019 em https://drive.google.com/file/d/1EP5sZfzggkEYaxKIYMvvp5Wt5Elbqq_G/view?fbclid=IwAR08DLNH8cG8cOYAq9up6mOjGLOZweUGhNsgZiV3i9yADasTs2vMw7bZHvA
- Jenkins, H. (2008). *A Cultura da Convergência*. S. Paulo: Editora Aleph
- Kovach e Rosenstiel, B. e T. (2004). *O Elementos do Jornalismo: O que os Profissionais do Jornalismo Devem Saber e o Público Deve Exigir*. Porto: Porto Editora
- Kovach e Rosenstiel, B. e T. (2010). *Blur: How to Know What is True in the Age of Information Overload*. New York: Bloomsbury
- Livingstone, S. (2003). *The changing nature and uses of media literacy*. *Media@lse Electronic Working Paper*, 4
- Livingstone, S. (2004a). *Media literacy and the challenge of new information and communication technologies*. In *Communication Review*, 7(1), 3-14
- Livingstone, S. (2004b). *What is media literacy?*. *Intermedia*, 32(3), 18-20.
- Livingstone, S. (2011). *Media Literacy: Ambitions, Policies and Measures*, *Media@lse*. Martín-Barbero, J. (1997). *Dos Meios às Mediações: Comunicação, Cultura e Hegemonia*. Rio de Janeiro: Editora UFRJ
- Maia e Carmo, T. (2016). *Comunicar no século XXI - Da crise dos media ao (novo) paradigma da comunicação digital*. In *Mátria Digital*, nº 4, disponível em <http://matriadigital.cm-santarem.pt/images/numero4/teresa.pdf>
- Mesquita, Mário (2013). *O Estranho Dever do Cepticismo*. Lisboa: Edições Tinta-da-China
- Peltzer, G. (1992). *Jornalismo Iconográfico*. Lisboa: Planeta Editora
- Pereira, S. et al (2014). *Referencial de Educação para os Media para a Educação Pré-escolar, o Ensino Básico e o Ensino Secundário*. Lisboa: Ministério da Educação e da Ciência
- Pinto, M. et al (2011). *Educação para os Media em Portugal: experiências, actores e contextos*. Centro de Estudos de Comunicação e Sociedade da Universidade do Minho. Lisboa: ERC
- Produção Multimédia em Educação (2019). *Relatório da atividade* disponível em <https://moodle.ese.ipsantarem.pt/mod/forum/discuss.php?d=16959> e vídeo produzido disponível em https://drive.google.com/file/d/1EP5sZfzggkEYaxKIYMvvp5Wt5Elbqq_G/view?fbclid=IwAR08DLNH8cG8cOYAq9up6mOjGLOZweUGhNsgZiV3i9yADasTs2vMw7bZHvA
- Scolari, C. (2018). *Literacia Transmedia na nova Ecologia Mediática – Livro Branco*. Barcelona: Comissão Europeia
- Thoman, E. & Jolls, T. (2003). *Literacy for the 21st Century – An Overview & Orientation Guide to Media Literacy Education*. Santa Monica: Center for Media Literacy (CML)
- Thoman, E. (2003). *Skills and Strategies for Media Education*. Santa Monica: Center for Media Literacy (CML)
- Toffler, A. (1980). *A Terceira Onda*. Rio de Janeiro: Record

Window on the World

PALESTINIAN PERSPECTIVE IN DIGITALIZATION OF TEACHER PROFESSIONAL DEVELOPMENT (TPD)



Soheil Salha

Professor of Math Education
An-Najah National University
Nablus, Palestine

Saida Affouneh

Professor of Educational Planning
An-Najah National University
Nablus, Palestine

Zuheir Khlaif

Professor of Educational Technology
An-Najah National University
Nablus, Palestine

ABSTRACT

Digital professional development of teachers is the essence of implementing new initiatives in the Palestinian educational system. The purpose of using it is to qualify teachers to implement the initiative and to be able to change their traditional teachings ways. Different types of PD are used in the system including online training, face-to-face, and offline training. Decision-makers consider digital professional development as a crucial way to mitigate the difficulties the Palestinian teachers confront because of the restriction of mobility.

RÉSUMÉ

Le développement professionnel numérique des enseignants est l'essence même de la mise en œuvre de nouvelles initiatives dans le système éducatif palestinien. Son objectif est de permettre aux enseignants de mettre en œuvre l'initiative et de changer leurs méthodes d'enseignement traditionnelles. Différents types de PD sont utilisés dans le système, y compris la formation en ligne, la formation en face à face et hors ligne. Les décideurs considèrent le développement professionnel numérique comme un moyen crucial d'atténuer les difficultés rencontrées par les enseignants palestiniens en raison de la limitation de la mobilité.

Introduction

Pena-Lopez (2009) defined professional development as set of activities that enhance individual's knowledge, skills, expertise, and other characteristics of a teachers. The core idea of teacher professional development is to move from a bureaucratic framework to a dynamic approach which teachers are empowered and autonomous. In Palestine, Teacher Professional development (TPD) could be identified as strategic investment for Education (Rahami, 2015).

The Ministry of Education (hereafter MOE) has adopted and implemented various new digital initiative to enhance the learning outcomes of the Palestinian educational systems as well as new instructional strategies including learning by doing, learning by drawing, learning by projects, etc... There was a reluctant from teachers to change and adapt these new strategies and initiative. Therefore, the MoE established a training unit for

training teachers on using new technology since 1999 where the MOE started training teachers on the basic skills of computer. The name of the project was Computer Literacy among teachers (khlaif, 2018a). The MoE invested a huge amount of its budget on teacher's professional development. Furthermore, the MoE launched the National Project of Digitalization of Education since 2016 which focused on digitalizing everything in schools in both managerial and instructional issues including interactive content (MoE, 2016). In order to achieve the purpose of the project, the MoE implemented different professional development sessions through face-to-face and producing digital training materials specially simulation of some software to be used in the education system. An e-learning project was implemented and supported from the Belgium government during 2006-2009. One of the outcomes of the project was the e-school website which provides a lot of instructional and training materials as well as allows parents to communicate with school's

administration (MoE, 2010). Furthermore, the MoE implemented smart learning project which focused on training teachers to use authentic evaluation and designing real-life activities. Finally, The MoE called for STEM integration in middle schools, hundreds of teachers were trained in the summer vacation at An-Najah National university and other Palestinian universities.

Affouna, Salha and Habayeb (2014) indicated that the impact of TPD enhancements could be seen on three levels - personal, institutional and national. At a personal level, each trained teacher gained significantly from the lessons learnt through group discussion, practices and personal reflections. At an institutional level it is significant that the universities through leading the faculty, serving on university committees, directing centres and leading programmes. Thus the institutional impact of the TPD is both on the universities and the schools with which it works.

At a national level is represented in the ministry, on national committees and working agencies. Thus, the experience, insights and lessons from the TPD are directly influencing national policy for teacher education.

The design of TPD activities; that teachers and others taking TPD courses must be seen as, and treated as, active learners; and that technology is a tool that can help deliver and enhance TPD (Hedberg, 2008).

TPD offer is concerned, the use of technology enhanced learning is of strategic institutional and national importance. Without an enhancement of technological understanding and adoption, its use cannot be considered as a prerequisite or baseline for other TPD, for example in the practicum and teacher education programs for Grade 1 to 4 teachers. It is thus included in this training as an activity that generates a need implicitly in the participants with the result being that teachers are now starting to use technology in their own settings (Dlamini & Mbatha, 2018).

In the Palestinian context a lot of non-profit organizations are working on teachers' professional development in order to qualify teachers with the best knowledge, skills, and practice to convey these skills to their students. However, in a recent study

about the factors influencing professional development of teachers found that violence, culture, and religion has an impact on acceptance of change after a specific professional development particularly in technology integration (Khlaif, Gok, and Kouraichi, 2019). Despite of the development of advanced technology, most of professional development programs are face-to-face and some obstacles raised because of the movement restrictions due to checkpoints between the Palestinian cities and towns. There were some attempts from non-profit organizations to hold online training sessions over conferences room or virtual rooms, but these attempts did not succeed due to the high cost of virtual rooms as well as the weakness of the Internet. As practitioners in the field, we can consider the factors that affecting digital professional development into three levels: Individual level, School level, and Political level. According to the individual levels, teachers' attitudes and beliefs towards the usefulness and the value of the training is important to accept to be active in the training. The main challenge of professional development in the MoE is mandatory which mean if the teacher did not attend the training, teachers have to write a justification for his/her absent. Therefore, teachers go to the training sessions, but they do not participate in the training and some of them be passive. So, mandatory attending generates negative attitudes towards training and its value. Most of training sessions occur on the school day around 11:00 AM which prevents students from different classes which make some teachers to cancel the training and stay with students to teach them. In addition, teachers do not have enough time to finish their curriculum because of training. Many teachers complain about the benefits of training materials or about the trainers. In terms of school level, most of the training sessions conduct in schools which do not have Internet or lack of educational technologies to use in the training sessions (Khlaif, 2018b). The political issues are related to movement restrictions and check points.

Palestinian teachers have positive attitudes towards new technology integration in the educational system. The appreciate technology and how it can mitigate the daily difficulties they confront because of the occupation. Using digital professional

development for their professions will help them to equal with their peers from different areas on the world and will help to achieve the social justice through accessing to new technology and new knowledge through this type of training. But what we need to have a roadmap and national strategy to utilize the affordable of technology. Equality of digital professional development will be for both genders, equality between towns and big cities, equality with different countries.

An-Najah National University lunched Safe online Palestine initiative, the target audience of this initiative was the teenagers to introduce them to the dangerous and risk of Internet and how to be safe on using online websites. The core of the initiative is professional development through face-to-face or by using digital material such as video or infographic.

To put all in a nutshell, professional development is in the core of every technological and educational initiative in the Palestinian context since it can equip teachers with the best practice, knowledge, and skills as well as it can help them to be the change of agent in the technological era.

To sum up teacher professional development continues to be the most important factor towards improving the quality of schooling, although convincing teachers about its importance is a big challenge, not only in Palestine but around the world. Technology could be one of the main solutions to be used to conduct professional development workshops and at the same time building teachers capacity in the needed skills for being a citizen in the digital world.

SOHEIL SALHA
SAIDA AFFOUNEH
ZUHEIR KHLAIF

References

- Affouneh, S.; Salha, S. & Habayeb, A. (2014) Evaluation of AN-Najah National University experience in enhancing Electronic Management System (Moodle) in the training of in-service teachers program. *Hebron University Journal for Research*, 9, 2, 95-117.
- Dlamini, R. & Mbatha, K. (2018). The discourse on ICT teacher professional development needs: The case of a South African teachers' union. *International Journal of Education and Development using Information and Communication Technology*, 14, 2, 17-37.
- Hedberg, H. (2008). *Technology Integration Professional Development for Teachers: Strategies for Action*, Regis University.
- Khlaif, Z. (2018b). Teachers' perceptions of factors affecting their adoption and acceptance of mobile technology in K-12 settings. *Computers in the Schools*, 35(1), 49-67.
- Khlaif, Z. (2018a). Factors influencing teachers' attitudes toward mobile technology integration in K-12. *Technology, Knowledge and Learning*, 23(1), 161-175.
- Khlaif, Z., Gok, F., & Kouraichi, B. (2019). How teachers in middle schools design technology integration activities. *Teaching and Teacher Education*, 78, 141-150.
- MOEHE, *Education Development Strategic Plan EDSP Plan 2010-2015, A Learning Nation* (Ministry of Education and Higher Education, Ramallah, 2010)
- Peña-López, I. (2009). Creating effective teaching and learning environments: First results from TALIS.
Retrieved from: <https://www.oecd.org/berlin/43541636.pdf>
- Ramahi, H. (2015). Education in Palestine: Current Challenges and Emancipatory Alternatives. Rosa Luxemburg Stiftung, Regional Office Palestine.

Mobility Experiences

Mobility Experiences

COMENIUS WEEK ON TOUR: EXPLORING EUROPE TOGETHER INTERNATIONAL COMENIUS WEEK IN SCHWÄBISCH GMÜND AND STRASBOURG



Monika Becker

Head of International Relations
University of Education Schwäbisch Gmünd
Schwäbisch Gmünd, Germany

RÉSUMÉ

Une semaine internationale “en route”: Depuis plusieurs années, le Bureau des Relations Internationales de la Haute École Pédagogique de Schwäbisch Gmünd (Allemagne) a organisé une semaine internationale Comenius avec le sujet “Europe – Unité en Diversité”. En mai 2019, pour donner encore plus de poids à ce sujet important et seulement deux semaines avant les élections décisives du Parlement Européen, on a modifié le programme: Dans une “édition spéciale” de la semaine Comenius, on a combiné trois jours sur place à la Haute École avec deux jours à Strasbourg pendant lesquels 45 futurs enseignants venant de 18 pays (européens et non-européens) différents ont découvert les Institutions Européennes ensemble. L’évaluation des étudiants montre que cette expérience un groupe d’étudiants mélangé à profondément amélioré leur attitude envers l’Europe.

For almost 10 years, the topic of the International Week organized by the International Office of the University of Education Schwäbisch Gmünd (Germany) has been dedicated to the topic „Europe: Unity in Diversity“. One of the success factors of the week is the mix of students and the matching of international and local students during the entire programme: International students just coming for the week, German students (most of them taking part in a Comenius week abroad) and international exchange students from Europe and beyond for whom the Comenius week is a perfect start at the beginning of their semester in Schwäbisch Gmünd.

Participants especially appreciate the mix of approaches – lectures, schools visits, a “diverse” scavenger hunt and “linguistic landscaping” in town, hands-on activities like an intercultural communication, a rhythm workshop, a cooking evening or an intercultural discovery of the Stuttgart State Art Gallery. What the students also appreciate very much is the variety of countries and perspectives they can encounter during only one week.

This variety is also a challenge: Students who naturally live the European ideas in

their everyday live, and whose parents and teachers have already been Erasmus students, work together with students from other continents who hardly know about Europe. And sometimes even students who have grown up in Europe only seem to have vague ideas how the European institutions work and how their everyday lives are influenced by it.

Seeing the European idea more and more challenged in the last years, we decided to organize in 2019 a special edition of the Comenius Week with a modified concept: A week which would not only raise the students’ awareness of the impact of Europe within their own setting, but a week which would enable them to discover also the “engine rooms” of Europe: the different European institutions.

The 2019 Comenius week was planned as a combination of 3 days at Schwäbisch Gmünd, in which the students get to know each other and to become a team, raise their awareness for Europe and prepare themselves for the second part: two intensive days in Strasbourg which is about 3 hours by bus away from Schwäbisch Gmünd.

As no one should be excluded for financial

reasons, we convinced the “Association of the Friends of the University of Education Schwäbisch Gmünd” about the relevance of the project. Their generous financial support allowed us to cover all the expenses for travelling, accommodation and even most of the meals. On May 13 2019, less than weeks before the decisive elections of the European Parliament, at the peak of the discussion about the future of Europe in a worldwide growing nationalism and populism, the project took off:

45 future teachers from Switzerland, Austria, Portugal, Spain, Denmark, Norway, Belgium, the UK, Canada, USA, Turkey, Israel, Thailand, Japan, Ukraine, Kazakhstan, India and Germany had a very intensive week together, especially as the international students stayed with their German hosts while the group was in Schwäbisch Gmünd – so they could also share their everyday lives.

The first day was dedicated to the participants: Who they are, what they have in common, what their educational background is, what they are expecting from the week. The students had an introduction to education in Germany as well as a comparative look at their school systems. The first intensive day ended with a cooking class: students from 45 countries preparing a local dish in mixed teams – with very impressive and tasty results!

The second day was dedicated to cultural diversity: After an intercultural workshop which raised the students’ awareness of how our perception of the world is determined by our own “cultural glasses”, the students had an insight into what that means in education: The team of the European KA 2 project “ENABLE: Self-learning for refugee children – presenting a European concept for mother-tongue trainers” presented their results from Sweden, Turkey, Italy and Germany, and shared some very hands-on classroom situations with the students. In the afternoon, a scavenger hunt in the center of Schwäbisch Gmünd raised the students’ awareness of the cultural richness even in a small town. The second purpose of the scavenger hunt was to bring the students in touch with locals and to discuss the relevance of Europe with them. With the stimulating but also critical reactions from these encounters, students

switched over to the topic of Europe.

The third day of the programme started with school visits where the participating had the chance to introduce their countries and to widen the pupils’ knowledge about other cultures. In the afternoon, two experts in teaching political science, Dr. Klaus Detterbeck (Göttingen University) and Prof. Dr. Helmar Schöne (University of Education Schwäbisch Gmünd), gave background information on the functioning of the different European institutions and on the upcoming European Elections. Beforehand, the students had to analyze the election campaigns in their home country or in the European country where they are currently living. In the evening, the students had the chance to attend an event by the local “EuropeDirect” point about the impact of each citizen on European politics – a perfect preparation for the two days to follow!

Very early the next day, the bus took off for Strasbourg. Right after the arrival, EuropeDirect Strasbourg organized a discovery trail in the European Quarter: Two hours in which the students discovered in small groups that there is much more in Strasbourg than the European Parliament. Within walking distance, they could discover the Parliament, the Council of Europe, the European Court of Human Rights, the television channel ARTE, the European Directorate for the Quality of Medicines and Health Care – and “Lieu d’Europe”, the centre promoting the knowledge about the European institutions and offering very useful information material in several languages and for different age groups. Although no session took place at the European Parliament, the students were deeply impressed by the architecture they could discover during the guided tour afterwards. The free evening in Strasbourg gave the students time to enjoy the city centre and to “digest” their day.

On the last day of the week, the group visited the Council of Europe. After a general introduction to this organisation which is too often “off the screen” of the public perception, the students learned in the *Palais d’Europe* which useful materials and tools for teachers the Council is offering about human rights, civil society, freedom of expression or multilingualism.

The last part of the programme was a boat

trip with historical comments which helped students to understand why Strasbourg has been chosen as location of so many European institutions and to summarize their two days in one of the capitals of Europe.

The students’ evaluation of the week was very positive: “*My knowledge about the European institutions now roots deeper and is connected to hands on experience*”, says a future primary school teacher from Austria. “*Europe is less abstract for me now. I can understand much better now how this union works with the members states*”, says a German student. A student from Portugal is emphasizing the benefits of Europe: “*My idea of Europe has changed. The network has more possibilities than I imagined!*”. “*It was so good to make new friends from all over the world and to share our ideas about Europe with people of my age from inside the EU and outside*”, says a Spanish future social educator. A student from Thailand became very inspired by the visit of Strasbourg: “*My vision about Europe is much wider now*”. “*We do not talk much about the European Union in Asia*” – adds a student from India – “*This is a pity, because we could learn so much from the European countries working together!*”

Sometimes it needs the outside perspective to appreciate what you have ...

MONIKA BECKER



ET SI LES ÉCHANGES SE MULTIPLIAIENT DAVANTAGE?



Marie-Ève Berthiaume

Étudiante en Enseignement Secondaire
Mathématique
Université Laval
Québec, Canada

ABSTRACT

As a North American student, I had the opportunity to participate in three international weeks on the themes of *North-South Relations & Sustainable Development* in Louvain-la-Neuve (Belgium), *Serious Games* in Lausanne (Switzerland) and *Europe* in Schwäbisch Gmünd (Germany). These three stays, although very different in content, allowed me to be introduced to the Comenius Association's project and to experience interculturality while interacting with students from all walks of life. In a world that has been disrupted and increasingly divided by political, climate and military crises, isn't important, even necessary, that exchanges, such as those experienced during international weeks, should be offered on an international scale ?

RÉSUMÉ

En tant qu'étudiante nord-américaine, j'ai eu la chance de participer à trois semaines internationales sous les thématiques des *Relations Nord-Sud & Développement durable* à Louvain-la-Neuve (Belgique), *Serious Games* à Lausanne (Suisse) et d'*Europe* à Schwäbisch Gmünd (Allemagne). Ces trois séjours, bien que fort différents quant au contenu, m'ont permis d'être introduite au projet de l'Association Comenius et de vivre l'interculturalité en côtoyant des étudiants de tous les horizons. Dans un monde chamboulé et de plus en plus divisé par des crises politiques, climatiques et militaires, n'est-il pas important, voire nécessaire, que les échanges tels que ceux vécus lors des semaines internationales soient proposés à l'échelle internationale ?

Au début de l'année 2019, j'ai quitté ma ville natale de Québec pour entamer un échange universitaire de cinq mois en Belgique afin de vivre l'Europe à travers ses citoyens, ses institutions, son histoire et ses paysages. Cette expérience constituait ma deuxième visite de plusieurs mois sur le vieux continent, la première était un emploi d'été étudiant au nord de la France en 2016. J'avais donc déjà été introduite aux charmes des rues étroites qui serpentent les milieux urbains et à la proximité des frontières de pays dont la culture, la langue et les coutumes pouvaient fortement différer de celles de leurs voisins. Ainsi, ce deuxième séjour représentait un tout autre défi personnel, soit celui de s'adapter à un mode de vie rythmé par une organisation sociale, politique et éducative peu connue, mais surtout, il était motivé par la volonté d'apprendre sur les pratiques enseignantes en dehors du Canada.

Dès mes premiers jours en Belgique, j'ai été introduite à l'Association Comenius via la présidente elle-même, Madame Geneviève Laloy, responsable

des relations internationales de l'École Normale Catholique du Brabant-Wallon (ENCBW). À titre d'étudiante ERASMUS (*EuRopean Action Scheme for the Mobility of University Students*), il m'était possible de participer aux différentes semaines internationales afin de combler les crédits universitaires obligatoires de mon séjour. Il faut dire que la simple possibilité de rejoindre un regroupement d'étudiants de la même profession et ce, à tous les niveaux de l'enseignement obligatoire et du préscolaire, me paraissait déjà formidable. Ces trois semaines m'ont toutefois offert bien plus que simples réunions : j'ai bâti des liens personnels et professionnels inattendus avec des enseignants passionnés et surtout passionnants dans un domaine qui cherche à se redéfinir à travers les grandes thématiques de notre ère, telles que la technologie, le développement durable et les mouvements migratoires. J'ai également pu découvrir l'Europe sous une tout autre perspective en apprenant sur les étudiants eux-mêmes : quelles sont les préoccupations, les valeurs, les priorités d'une jeune génération

d'espagnols, d'anglais ou d'autrichiens ? Qu'est-ce qui divertit, choque ou plait aux Belges, aux Allemands ou aux Suisses ?

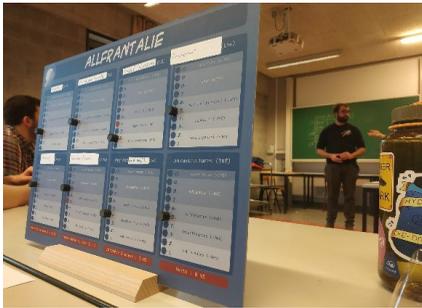
À ma grande surprise, les échanges ne se sont pas limités aux continents nord-américain et européen : des étudiants du Moyen Orient et d'Asie en séjour ont contribué aux débats et à la diversification des points de vue sur de nombreux sujets. Bref, ces discussions animées ont confronté ma vision du monde, mais elles ont surtout soulevé leur importance et leur pertinence dans tout milieu universitaire. En effet, tout domaine d'étude devrait proposer et parfois même obliger de telles formules d'échanges et de débats avec des institutions étrangères pour contrer la désinformation

et former des professionnels ouverts aux différentes cultures et aux nouvelles idées. Malheureusement, la formule telle que proposée lors des semaines internationales n'est pas encore un projet très courant dans mon pays. Les échanges inter-provinces sont minimes, parfois inexistant, ce qui confine les étudiants dans les limites administratives d'un territoire où la distance suffit pour isoler les villes existantes. Ainsi, les initiatives de l'association Comenius et de bien d'autres pourraient constituer une solution afin de bâtir le sentiment d'appartenance entre les multiples communautés ethniques du pays. Mais surtout, les séjours intensifs pourraient révéler les visages et les histoires des citoyens qui forgent le pays de demain

et, à long terme, prévenir les préjugés qui ternissent bien des relations humaines.

Bref, mon séjour a définitivement été bonifié par les activités de l'Association Comenius et je tenterai au meilleur de mes capacités d'inculquer l'ouverture d'esprit et la coopération auprès des élèves qui auront la lourde, mais valorisante tâche de forger un monde uni devant les enjeux qui le menacent.

MARIE-ÈVE BERTHIAUME



Simulation de la gestion d'un pays
Semaine internationale de Louvain-la-Neuve (janvier 2019)



Présentation de l'école idéale
Semaine internationale de Schwäbisch Gmünd (mai 2019)



MY SCHOOL PLACEMENT EXPERIENCE IN A FOREIGN COUNTRY



Maria Garriga Guitart

Student
Erasmus Student at Thomas More Hogeschool
Mechelen, Belgium
Universitat Ramon Llull - Spain

ABSTRACT

Teaching can be challenging. But when you do it in a foreign country it can be even harder. At least that was what I thought. During this semester I had the opportunity to study abroad in Mechelen, a tiny town located in the Flemish region of Belgium. In there I did a school placement in a very welcoming and friendly school. Although it was indeed a pretty challenging experience all the personal growth that I made throughout this months have had a tremendous impact that has helped me shape as a future teacher.

RÉSUMÉ

Enseigner peut devenir vraiment un défi. Et, plus encore, quand on doit le faire à l'étranger. C'est ce que je pensais, au moins, tout au début. Pendant ce semestre j'ai eu l'opportunité d'étudier à Mechelen, une petite ville située dans la région flamande de la Belgique. Pendant cette période de temps j'ai réalisé un stage de pratiques dans une école très accueillante. Même s'il est certain que c'a été une expérience avec beaucoup de défis, tout le développement personnel que j'ai obtenu au long de ces mois a eu une forte répercussion qui m'a aidé à me caractériser comme future maîtresse d'école.

Imagine entering a classroom in a foreign country where a completely different language is spoken and you are not able to understand a single word. And yet, this is going to be your classroom for the next few months. It sounds pretty difficult, doesn't it?

My first reaction when I walked through the door of a small school located in Mechelen, Belgium, was pure panic. On my first day, the feeling of being observed by 19 pairs of eyes was the same as all the other school placements where I had been assigned back in Barcelona, my hometown. Yet, I felt that the language was going to be a very important barrier.

A lot of questions popped into my mind; how am I supposed to interact with the pupils if I can't say a word in Dutch? And what's even worse, how am I supposed to teach a whole lesson?

Even though the fear invaded my thoughts, I realized the first mission I had was to observe and find out what was the dynamics in the classroom, what kind of methodologies were used, how were the subjects

organized, among many other aspects.

Day by day, I raised awareness and got some answers to all my questions. I still couldn't speak their language, but had some understanding on what was going on inside the classroom. I soon realized that there was no need to speak the same language to be able to communicate. You can communicate with a smile, a look, a gesture or a drawing. However, Thomas More Hogeschool, which was the college where I was studying offered me "Survival Dutch" lessons, which proved to be very handy. Simple things, such as learning the numbers in Dutch, made a big difference: I became able to help the pupils with maths and that was a turning point in my school placement experience.

According to the North American surgeon Maxwell Maltz, it takes up to 21 days to acquire a habit. A few weeks later, I felt like the school itself was my second home. The energy that all teachers showed and the many pleasant conversations I had with them during the breaks abducted me. At some point, I realized a very important

thing: I was being treated just as any other teacher. That was something I did not feel in other previous school placements, where I would be introduced as a student who was trying to become a teacher and I would experience an invisible wall in front of me, which would create distance and sometimes awkwardness. That was not the case in Coloma Sint-Jozef Basisschool. The feeling of being treated just like one more other colleague certainly makes you feel more confident. This allows you to give the best of you, rather than make you feel less, and as a consequence, being unsure about your capacities and potential.

Another thing that I found surprising and very different from my country could be related with the framework on intercultural communication developed by E.T Hall. According to this approach, Belgium is considered to be a low-context culture meaning that its culture relies on explicit communication and where privacy and individual orientation is preferred. While my expectations with regards to the Belgian educational system were to find a more system based on learning together, I was surprised by the great amount of individual tasks they did. Moreover, music is not part of the schedule, and most of the time the subjects are quite frontal and many tasks are required to be done individually.

In contrast, and to my surprise, breaks are taken quite often, something essential in my opinion. I could realize that having a lot of short breaks make students be more productive during classes. The school has also implemented a great initiative; students run a mile everyday before the lessons begin. This certainly made me reflect a lot on the misuse of breaks of the schools in my country.

The list of challenges, stories and learning could go on and on. The opportunity of knowing a school's daily life in a foreign country made me understand the pros and cons of both Belgian and Spanish educational system, and I could talk about a lot of topics into more depth. But if there's one thing that might summarize the whole experience is the one I consider to be my favourite statement: always seek discomfort. I find it to be the best way to grow at both levels, professional and personal. Because by getting out of your comfort zone will lead you to face and deal with challenges, and out of all the ups and downs that you will face, you will always learn a lesson. And all the learning obtained by the faced challenges will shape you as a person.

For all that and more, dank u wel, Belgium!

MARIA GARRIGA GUITART

EVERYTHING UPSIDE DOWN



Annabel Parsa

Student
Erasmus stay at UC South Denmark
Haute École Pédagogique HEP-VD,
Lausanne, Switzerland

Rebecca Wymann

Student
Erasmus stay at UC South Denmark,
Pädagogische Hochschule des Kantons St. Gallen
Rorschach, Switzerland

Eef Derez

Student
Erasmus stay at UC South Denmark
VIVES University College
Kortrijk, Belgium

RÉSUMÉ

Dans cet article, il s'agit du projet intitulé «EDU-dream» («Education dream» traduit en français «le système scolaire de rêve»). C'est un projet qui a été mené dans le cadre des études pour les étudiants Erasmus au Danemark. Ils devaient créer leur propre système scolaire de rêve et avaient toute une semaine (5 jours) pour le construire. Lors de cette semaine, les étudiants Erasmus avaient beaucoup de liberté. Cette semaine était remplie de beaucoup de discussion pour trouver le système de rêve dans les différents groupes. Pendant ce temps, les étudiants étaient menés à se connaître plus en plus eux-mêmes et leurs faiblesses et forces. Pour la plupart des apprenants, c'était la première fois que l'université leur avait accordé du temps pour les travaux de groupes. Dans leur pays respectif, ils n'ont pas fait cette expérience. Ce qui était très particulier pour eux était le fait de s'autoévaluer à la fin. Chaque groupe a dû se donner une moyenne. L'article pointe les différences entre les pays respectifs des étudiants en comparaison à leur expérience au Danemark.

They are arriving. The door opens, and they see tea, coffee, cake, mattresses, lights: a very cosy, oh no sorry, hygge classroom. A role play to show them the values of the EDU-dream. Different children with different cultures and nationalities. But this was just the beginning. The day wouldn't be boring. Some clues must be resolved to find the different stations where the principles of the second dream-school are explained. They move in the gym, go to the canteen, outside and so on. Another group does some workshops where everybody must be active and learn about their dream-school. Also the last group, very creative: games, movement and a scale model from the dream school.

It is amazing how everybody got creative and put their heart into the project. Like this, they never experienced it before. How could they have this result?

Conditions

In the very beginning, every group got their own classroom to work in during the whole week. Yes, you read it right, a whole week of this groupwork, instead of classes, lectures, without bringing the work at home. With their personal room, they could do whatever they wanted to do, nobody would disturb it. They were provided with all kinds of material (blackboards, beamer, papers, chalks, ...) which enriched their creative spirits.

What was really surprising to them: the beginning and the end of the day was up to the group. They decided when they would start and finish. Even on Wednesday they had a day that they could choose to go to their room or not.

They felt only controlled by the teachers caring if they have enough tea and coffee and if the group was alright.

For some students, tea and coffee wasn't enough so they decided to share breakfast together.

What the students discovered at that time, was that five days working on one topic forced them to go really deep into it, which could also turn out to be really exhausted.

In these five days they worked on a topic and gained more knowledge about it. On the other hand, they learned about themselves. They discussed with each other, gave their opinions and listened to the opinions of the others. They were confronted with making compromises and agree to disagree.

Maybe the students would not have thought that it was not only about the EDU-dream, but also about social skills: working together with different personalities, needs, and different ways of communicating. When they worked together for five days, they got to know each other's weaknesses and strengths. Another challenge they had to face.

Maybe now you are wondering what is so special about it.

The students never experienced this before, because in their home

countries (Belgium, Germany and Switzerland), there are lot of differences.

(While you are reading these differences, be aware that it is based on their experiences, it does not represent how it is in the whole country.)

They are used to do group works after school. But after school, you are tired, you have hobby's, seeing family, ... Moreover, they have to work on the groupwork. How to find a time that fits everyone? At the end, they have to write it fast and they have not enough time to put their heart and spirit in it.

In their home countries they would search for a place to work where it is quiet, but you still can speak. Here, a place was given to evolve their ideas.

They never felt supported the way they were now. If they want tea or coffee, they have to buy it. In Denmark, because of the *hygge* atmosphere, teachers want to make the students feel comfortable.

Content

Like always, there were some guidelines the students had to follow to get to the final product. Maybe you are used to a very structured plan to get the best possible grade in the end, but that was not the case with this project. The task was as simple as it sounds: to create their own dream school system, where they had to focus on pedagogy, values and a vision for their dream-school with children from the age of 4 until 17. If they had never heard of TED-talks before they would for sure know about it by the end of the week. Reading about different pedagogical thinkers and philosophers were part of the journey as well as all kinds of TED-talks. The thing was to get the most possible out of the texts and articles and of course the discussions that came faster than expected. With all of that they created the vision of their dream-school. To get some kind of orientation there was a plan on the school website on what to do each day. It was absolutely free to the groups if they wanted to make use of it. Some spent more time with the TED-talks, meanwhile other groups focused deeper on the pedagogical thinkers like Ghandi or Pestalozzi.

By the end of the week each group must present their vision in a creative way for about

45 minutes. How to do it was completely free, but the more creative the better.

Compared to their own countries there were less guidelines, but the given guidelines were clear.

Evaluation

At first the students couldn't believe what the teacher told them: "At the end you are going to evaluate yourself and you will give yourself a grade." This was unusual for them. They got some criteria (what you read before in the content) and had to argue why they deserved the grade they gave themselves. It wasn't always easy because they had to agree on one grade and this could also mean to feel frustrated. In Denmark you have 7 grades: -3; 00; 02; 4; 7; 10; 12. What the students could recognize, is that every group, unless one, was not comfortable to give a 12, even though they put all their heart into it. The teacher also said, that in Denmark they are used to rate themselves really good, if they think that they did a great job. This time they should not evaluate the result, how the students are used to do it, but more the process. The sentence which was said the most: "It was not perfect! We could have done it better." The very surprising response was when the teacher explained that it is about the process: "If you would do it differently now, it means that you learned something out of it and that is a good sign." In the home countries they are used to that the teacher gives the grades on the result. So, everything was upside down.

Conclusion

On Friday, every group had to present their dream school. What a day!

Every student was surprised of the result of themselves, of their own group and of the other groups! Creativity was everywhere! Because the students were not allowed to use things like PowerPoints, Prezi, they had to use other things. Self-made posters, scale models, full written blackboards, stations around schools, a debate, activities with creativity and movement all around the university... they thought about everything.

The students were very grateful to experience this and also know that this is because they are part of the special Erasmus program. For normal Danish students, a

whole week like this is probably also not possible. Still they see the differences from their home countries and take all the experience home. Later, when they give group work to their own students, they have a lot of ideas how to do it differently, how to do it better, how to make IT change.

ANNABEL PARSA
REBECCA WYMANN
EEF DEREZ

HAMMERS AND FIRE INSTEAD OF SWINGS AND SLIDES?



Agnes Braun

Primary Teacher Student
Erasmus stay at UC South Denmark,
University College of Teacher Education
of Christian Churches
Wien, Austria

RÉSUMÉ

Des marteaux et des feus au lieu de balançoires et de glissières?

Beaucoup de parents, de pédagogues et d'enseignant(e)s prennent surtout pour important de bannir tout risque de la vie de leurs enfants – cependant, il y a des terrains de jeu qui provoquent le contraire. Sur ces terrains de jeu qui s'appellent « terrains d'aventure », on ne trouve pas de glissières ou de balançoires, les enfants sont plutôt exposés à des risques. Les terrains sont construits ainsi pour que les enfants développent leur créativité, leur goût de risque et leur indépendance. Ce qui semble être un cauchemar pour certains, pourrait être le futur des terrains de jeu modernes.

Imagine five-year-olds climbing up a big tree. They climb higher and higher and the risk of them falling down is, in your opinion, very high. Next scenario: a small girl is playing with wood and a saw and adults are standing far away, pleased to watch her. What sounds like a utopic scene for some of us, is something that more and more parents, pedagogues, and cities include in their education programme.

Risk-taking is a skill that more and more children have never learned or forgotten how to use. The number of so-called “helicopter parents”, i.e. parents that are over-protecting their children, are increasing and adults seem to have less trust in kids' abilities. In 1970, 91% of Austrian first graders were walking to

school without guardians. In 2000 this percentage has dropped to 17%. Parents argue with more stress in the morning and safety issues on the street. Statistics show that children are more often injured in their parents' cars than when walking to school alone (Mayr, 2017).

Why are we so afraid of “just letting kids do their thing”? Children have unlearned what it means to be free and independent. While in the past almost everyone has tried to eliminate children's free-time of every kind of danger, there are some parents, pedagogues, and teachers that are deliberately creating risks. This is where adventure playgrounds come into the picture.



The first Adventure Playground in Emdrup, during the German occupation in the 1940s. (SCV Adventure Play Foundation, <https://www.scvadventureplay.org/>, 2019)

Originally, they were invented by kids themselves during the Second World War. There wasn't much to play with, so children had to use whatever they could find on the streets of the bombed and destroyed cities. The Danish landscape architect Carl Theodor Sørensen noticed that children actually preferred to play on those destroyed premises instead of actual, clean, and safe playgrounds. The first proper adventure playground was set up in Emdrup, Denmark. Sørensen had to reconsider what adults think kids need and what kids actually want and need in order to unfold their full creativity. He originally called them *skrammellegepladsen* – “junk playgrounds”. He provided the playground with a variety of tools, old tires, wood, water, fire etc. Marjory Allen, a British landscape architect, noticed them in Copenhagen, brought these playgrounds to London, and renamed them to “adventure playgrounds”. They have spread all over the western world by now and are gaining in popularity again.

The idea behind all of this is that children respond well to being taken seriously. By letting the children be responsible for their own safety, they build confidence in their own abilities and discover exactly where their boundaries are. Experiences like these are supposedly stimulating and increasing creativity, problem solving, and social skills. On those adventure playgrounds we can find something that is called “controlled risk”. When a kid climbs up a tree, a broken branch is seen as a hazard, not a risk, while the actual risk is the height of the climb. The height can be controlled, and the decision how high the kid wants

to climb has to be made by themselves. Other controlled risks on playgrounds can be tools, speed, dangerous elements, play-fighting, and the risk of getting lost or losing orientation. Obviously, even on adventure playgrounds some sort of supervisors has to be present. They are called “play-workers” and are not there to give advice or suggestions, but to support the children in whatever they are doing.

In the day to day life of children, most parents have eliminated all kinds of risks and possible danger. Without a doubt, in general they want to keep their children safe and only want the best for them. Removing all those factors seems to calm the parents down but, on the hand, this may restrict children in having a playful and exciting childhood. Marjory Allen called this limited and secured playing an “administrator’s heaven and a child’s hell”. Overall, adults should reconsider what is best for children’s development on the long run and let go of only focusing on what seems to be dangerous.

AGNES BRAUN

References

Mayr, L. (2017, September 30). Bewegung: Wie viel Risiko Kinder brauchen. *derStandard*.

SCANDINAVIAN CULTURE AND TEACHING PRACTICES THROUGH CHILDREN LITERACY



Noémie Gennart

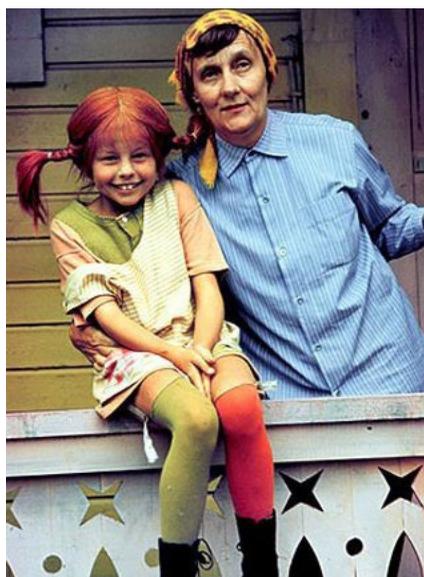
French as Foreign Language Student
Erasmus stay at UC South Denmark
Haute École Leonard de Vinci
E.N.C.B.W.
Louvain-la-Neuve, Belgium

RÉSUMÉ

Le 21^e siècle s'étend face à nous, présentant des enjeux sociétaux et éducationnels de taille. Les pays du nord de l'Europe nous interpellent quant à leurs pratiques éducatives, l'épanouissement de leurs individus et leur bien-être économique. Quel est leur secret ? La « Théorie nordique de l'amour », développée par la journaliste finlandaise Anu Partanen, apporte des éléments de réponse. En effet, il semblerait que la philosophie nordique repose sur l'autonomie et l'indépendance de chaque individu tout en valorisant une grande solidarité. Fifi Brindacier (Pippi Långstrump) en est l'incarnation idéale. Cet article présente une réflexion sur l'intérêt d'implémenter cette philosophie dans nos pratiques éducatives.

This reflection all started with a treasured dusty book found in the Red Cross Butik of Copenhagen, published in 2016. Anu Partanen, a Finnish journalist living in the USA, describes aptly what makes Nordic countries so successful and fulfilled. She entitled her book *The Nordic Theory of Everything: In Search of a Better Life*. Among the clutter of this second-hand shop, it directly caught my attention. While reading it passionately, I learned about Scandinavian teaching methods in Denmark and discovered that my favourite childhood heroine Fifi Brindacier (the French version of Pippi Longstocking) was born in Sweden. All of a sudden, it all made sense. This rebellious lovable girl created by Astrid Lindgren might be a lot more than just a character from children's literature, but an illustration of the core values of the whole Nordic region of Europe.

Pippi Longstocking and the « Nordic Theory of Love »



The Pippi Longstocking book series was first published in the 1940's. Since then, it has been translated into seventy languages and has become a legend among children and families around the world. It has been adapted many times into movies or television shows.

The protagonist, Pippi, is a rebellious girl of superhuman strength with two jaunty braids and a lovely face covered in freckles. Her mother is dead and her father is always travelling. Therefore, she lives alone in a big house. Sharing it with her two faithful companions, a monkey and a spotted white horse, which she can lift above her head whenever she wants. She can seem unceremonious to some people, but she has a great heart. Her best friends are her neighbours, Annika and Tommy. They reside in an intact, decent and idyllic family.

Although, what is it that resonates so much within us about Pippi? What is the

meaning hidden behind her character and her relationship with Tommy and Annika? Lars Trägårdh, Swedish scholar and historian, investigated those questions. He is the co-author of a book called *Är svensken människa?* ('Is the Swede a human being?'). This title is based on a previous piece of work published at the same time Astrid Lindgren was giving life to our beloved Pippi. Back then, the writer Sanfrid Neander Nilsson was analysing the Swedish character through a book with the same provocative title. He was describing the Swedes as cold, introverted, sad people, who loved solitude and almost feared others. This description might seem surprising considering the general success of Pippi Longstocking, which seem to meet none of those characteristics. Even though it is a highly stereotypical definition, we might find some truth in the fact that Nordic individuals are not particularly talkative and outgoing. Nevertheless, there are greatly sensitive to the needs of their fellow human beings while cherishing a strong individualism, which seems to be a fairer description of our well-known red-haired girl. That is what Lars Trägårdh observed, with a fresh and more positive point of view.

It all came to the Nordic way of thinking about love, perfectly illustrated by Pippi Longstocking's character. Astrid Lindgren's hero shows the young readers the importance of being independent, while caring for others. After the success of the sweet girl, she went on giving life to other strong children in charge of their own adventures (*Emil i Lönneberga*, *Karlsson-on-the-Roof*, etc). The main idea is that authentic love and friendship are possible only between individuals who are autonomous and equal. As Trägårdh says about the moral ideology behind Pippi's stories: *'He who is in debt, who is beholden to others, or who requires the charity and kindness not only from strangers but also from his most intimate companions to get by, also becomes untrustworthy... He becomes dishonest and inauthentic.'* It is because Pippi is totally self-sufficient that her friendship to her dear friends is being given freely. That is what brings her unrestrained enthusiastic love. She illustrates an ideal of unencumbered love, whose principle shows in all Nordic layers of society choices and behaviours.

We often see Nordic countries as highly

socialist, but according to Anu Partanen it is a mistaken assumption. Rather than socialize their economy, they wish to free each individual from all forms of dependency within the family and in civil society: the poor from charity, wives from husbands, adults' children from parents, and elderly parents from their children. In other countries including Belgium, my native country, there is some moral, or even legal, expectations from parents to provide for their children even after they have come to age to be in charge. For example, they should pay for college or university or shelter their freshly grown-up child materially and financially. But it also means that parents have power over their children.

Freed from such expectations and unequal relationships, Nordic children are raised to become independent and handle life on their own, as soon as they are able to. They are educated in order to succeed and fly with their own wings. In this perspective, each person should be able to craft his or her own life, without any debt or dependency that could influence their choices. This philosophy empowers individuals constructively and creates relationships that are much more liberated from grudges or guilt and are based on pure human connection. They are also freer to express their true feelings towards each other.

Global choices and major decisions about family or education policies appears to be based on this search for freedom and opportunity for every member of society. While the inspiration might have been rooted in Nordic cultural values, it could also not be only a question of culture and be implemented anywhere, since it seems to be a matter of consistent choices.

Raising children to choose for themselves and learn from past mistakes

« Mischief is not something you think up. It just happens. » - Astrid Lindgren

Nordic governments observed that empowering individuals had given family a reboot and improved relationships in general. It follows the principle that when people are taken care of, they take care of others and are willing to take constructive actions. It is through concentrating on the unity, that we reach global harmony.

When UNICEF investigated children's well-being throughout the different developed nations of the world, considering aspects as childhood poverty, children's health and safety, education, diet, bullying... the Netherlands, Norway, Finland and Sweden ranked the best. Why is that? It might have something to do with this aim of reaching independence at all ages. Children's well-being is seen as everyone's benefit, and their potential poverty or unhappiness as everyone's problem.

It all starts right at the beginning of life. In Finland, they have a strong tradition, illustrating beautifully the 'Nordic Theory of Love'. When babies are born, all new parents receive their own baby box, including all basic needs items: toothbrush, reusable diapers, moisturising cream, a toy, a picture book, etc. Even the box itself can be used as a crib. However, don't be mistaken. Those welcoming gifts are not offered to the parents but directly to the new born. From the start, the baby is not entirely dependent on their parents' resources, and is 'taken care of' by the entire community. For some families this box is vital, for others just an accessory, but since it is sent to everyone, it is not a source of stigma. Another important aspect struck me about new-born children. Fathers and mothers are free to equally share parental leaves, employers strongly encourage them to take it and it can go on for up to two years without risking losing jobs. In order to provide parents and child all the time they need, and make sure the parents' careers won't collapse from having children. The equality between gender among new parents amazed me the most, living in Denmark for four months. Walking through Copenhagen, the only thing I could see was young fathers pushing strollers at each street corner. From a young Belgian adult's point of view, whose culture is still influenced by traditional housewife lifestyle and maximum 3 months maternal leave, that is never seen.

Once they arrive in school, children are not considered as 'kings and queens' or passive subjects, but instead are made responsible of their actions and invited to take care of themselves and others. They are not sheltered, but are respected, treated equally and cared about in any circumstances. This is observable and obvious in many ways :

- They all have access to the same school equipment (computers, books, art supplies, tablets...) and infrastructure (equipped kitchen, playground, library, music studio...).
- They can be left alone in classes for some period of time and are allowed to use tools considered 'dangerous' in other countries (knives, axes, saws...). However, their teachers explain safety rules and are available in case of any problems.
- They are pushed outside no matter the weather, to be able to breath, move and play freely. Indoor, movement is included in every class period.
- Even though they are treated equally, a special attention is given to every child. Parents, teachers, pedagogues... everyone works together and communicates daily around the child's needs and wellbeing. Teachers even have a phone in order to be reachable.
- They are able to experiment things directly, through outdoor or/and creative activities and can participate actively in their own apprenticeship.
- They don't receive grades until teenagerhood, allowing them to make mistakes and be confident in their own abilities. It also stops them from sometimes painful comparison between one another.
- They call their teachers by their first name, are able to have a 'family-like' relationship with them, but always keeping a great respect. Children are treated as equal to adults and have their say.

• Teachers are respected, well-trained and are allowed to keep learning throughout their career.

As we can see, they are also given all the chances to become balanced, full-blown citizens. Children must develop a healthy independence from the lottery of their parent's resources, skills and education, particularly entering adulthood. After 18 years old, it is common that young adults leave the family house to seek their own purpose. In Nordic culture, 'boomerang kids' (children going back to their parents' house mainly for financial reasons) are unusual. Studies are free and, in some countries, students are even paid during studying. Students are free to choose which theory they want to base their work on, or writing assignment about topics they are truly interested in. Manual disciplines are not depreciated and are even esteemed in order to allow the society to function properly. Each school is given the same resources, while free to decide according to the local specific needs.

Returning to the girl we all grew up with, she is maybe the idealistic child we wish we could have been. She is maybe the perfect illustration of the autonomous, trusting, creative children we hope to raise and leave to the world. Strong, faithful, caring, deeply enthusiastic children, able to face the 21st century challenges we are leaving on their shoulders. Much bigger than a white-spotted horse lifted in the blink of an eye. Challenges they will have to deal with, with or without us. Who knew, admiring Nordic countries solutions

and outcomes, that the answers may hide in a little girl's rebellious heart. The remaining question is, should we teach children... or simply let them teach us?

« Give the children love, more love and still more love – and the common sense will come by itself. »

- Astrid Lindgren

« I am the sea and nobody owns me. » - Pippi Longstocking



NOÉMIE GENNART

References

- Anu Partanen, *The Nordic Theory of everything*, HaperCollins Publishers, New York, 2016
- UNICEF Innocenti Research Center, *Measuring child poverty : new league tables of child poverty in the world's rich countries*, Florence, 2012, online.
- Henrik Beggren, Lars tågärdh, *Är svensken människa?*, Norstedts Förlag, Stockholm, 2006
- *Pippi Longstocking: The autonomous child and the moral logic of swedish welfare state*, In *Swedish Modernism : Architecture, Comsumption and the Welfare State*, edited by Helena Mattson and Sven-Olov Wallenstein, 10-23, Black Dog Publishing, London, 2010
- Francesca Cavallo, Elena Favilli, *Good night stories for rebel girls*, Penguin Random house, UK, 2016

Announcements & Upcoming Events

International weeks

09/12 – 13/12/2019

Karel de Grote Hogeschool
Antwerp

27/01 – 30/01/2020

Artevelde University College Ghent
Ghent

03/02 – 07/02/2020

Haute Ecole Léonard de Vinci
Brussels and Louvain-la-Neuve

17/02 – 21/02/2020

Haute École Libre Mosane - (HELMO)
Liège

02/03 – 06/03/2020

Universitat Catolica de Valencia
San Vicente Martir
Valencia

16/03 – 20/03/2020

University of Winchester
Winchester

30/03 – 03/04/2020

Thomas More Mechelen
Mechelen

30/03 – 03/04/2020

University of Stavanger
Stavanger

30/03 – 03/04/2020

Kirchliche Pädagogische Hochschule Wien/
Krems
Wien

20/04 – 24/04/2020

Apor Vilmos Catholic College
Vác

20/04 – 24/04/2020

Universitat Ramon Llull - Blanquerna
Barcelona

20/04 – 24/04/2020

Instituto Politécnico de Santarém
Santarém

27/04 – 30/04/2020

Pädagogische Hochschule Schwäbisch
Gmünd - University of Education
Schwabisch

04/05 – 08/05/2020

Haute École Pédagogique du Canton de
Vaud
Lausanne

04/05 – 08/05/2020

Haute Ecole Namur - Liège - Luxembourg
(HENALLUX)
Namur

01/06 – 05/06/2020

Artevelde University College Ghent
Ghent

Staff Weeks

05/11 – 08/11/2019

Artevelde University College Ghent:
Staff week on Preschool (2,5 - 6)

27/01 – 30/01/2020

Artevelde University College Ghent:
Staff week on Gender

29/01 – 31/01/2020

Comenius Association
Staff week on Europe, Education &
Democracy

27/04 – 30/04/2020

Pädagogische Hochschule Schwäbisch
Gmünd - University of Education
Schwabisch Gmünd
Staff week on Cultures of Education

___/06 – ___/06/2020

Artevelde University College Ghent:
Staff week on Early Childhood Education
(especially for Social Educators)

Council of Europe

Conference of INGOs
Autumn session 2019
28 - 31 October 2019

World Forum for Democracy 2019
06 - 08 November 2019

Projects

Outdoor Education

Coordination :

-Thomas More-Mechelen (Els Teunissen)

Other participants :

-HE VINCI - Louvain-la-Neuve
-Vilnius College of Applied Sciences
-Instituto Politécnico de Santarém - ESES
-U.C.South DK
-Winchester University

Inclusive Education

Coordination :

-University of Bergamo
-Artevelde University College - Gent
(Geertrui van den Berghe)
-University College South Denmark
-Kingston University (Andy Hudson)

Migrations

Coordination:

-Helmo (Martine Wilmots)
-Thomas More Mechelen (Niomi Kelly)
-Board of Management of Comenius
Association

Sustainable Development

Coordination :

-Instituto Politecnico de Santarem -
Escola de Educação (George Camacho)
-HENALLUX - Namur (Bernadette
Maquet)
-HE VINCI - Louvain-la-Neuve

Other participants :

-Thomas More-Mechelen
-HELMO - Liège
-Artevelde University College - Gent
-Apor Vilmos Catholic College
-University of Valencia
-Haute Ecole Charlemagne - Liège

Meetings

Klingenthal 2020:
02-05 June 2020

Contributors

Agnes Braun

agnes.braun@kphvie.ac.at
Primary Teacher Student

Kirchliche Pädagogische Hochschule Wien/
Krems
Mayerweckstrasse 1
A - 1210 Wien
Austria

www.kphvie.ac.at

Agnes Streitmann

streitmann.agnes@avkf.hu
Head of the Department of Foreign Languages

Apor Vilmos Catholic College
Konstantin tér 1-5
H-2600 Vác
Hungary

www.avkf.hu

Ana Loureiro

ana.loureiro@ese.ipsantarem.pt
Associate Professor

Santarém Polytechnic Institute
Santarém Higher School of Education
Apartado 131
Complexo Andaluz
2001-902 Santarém
Portugal

www.ipsantarem.pt

Andrea Székely

szekely.andrea@avkf.hu
Art Teacher (Teacher of Methodology)

Apor Vilmos Catholic College
Konstantin tér 1-5
H-2600 Vác
Hungary

www.avkf.hu

Anikó Benyák

benyak.aniko@sze.hu
Associate Professor

Széchenyi István University
Apáczai Csere János Faculty
Department of Teacher Education
Hungary 9022 Győr, 42 Liszt Ferenc st.

www.uni.sze.hu

Annabel Parsa

annabelparsa@gmx.de
Student

Haute École Pédagogique du Canton de Vaud
Avenue de Cour 33
1014 Lausanne
Switzerland

www.hepl.ch

Bento Cavadas

bento.cavadas@ese.ipsantarem.pt
Adjunct Professor

Santarém Polytechnic Institute
Santarém Higher School of Education
Apartado 131
Complexo Andaluz
2001-902 Santarém
Portugal

www.ipsantarem.pt

Cecilia Hollósi

hollosi.cecila@avkf.hu
Lecturer

Apor Vilmos Catholic College
Department of Psychology –Pedagogy and P.E.
Konstantin tér 1-5
H-2600 Vác
Hungary

www.avkf.hu/en

Eef Derez

eef.derez@hotmail.com
Student

VIVES University College Campus Kortrijk,
Roeselare, Tielt, Torhout,
Belgium

www.vives.be

Elisabete Linhares

elisabete.linhares@ese.ipsantarem.pt
Adjunct Professor

Santarém Polytechnic Institute
Santarém Higher School of Education
Apartado 131
Complexo Andaluz
2001-902 Santarém
Portugal

www.ipsantarem.pt

Eniko Bartha

bartha.eniko@avkf.hu
Lecturer

Apor Vilmos Catholic College
Department of Psychology –Pedagogy and P.E.
Konstantin tér 1-5
H-2600 Vác
Hungary

www.avkf.hu/en

Florence Quinche

Florence.quinche@hepl.ch
Associate Professor
Co-director of the Arts and technology department

Haute École Pédagogique du Canton de Vaud
Avenue de Cour 33
1014 Lausanne
Switzerland

www.hepl.ch

Frances Murphy

frances.murphy@dcu.ie
Associate Professor

Institute of Education
Dublin City University
St Patrick's Campus, Drumcondra Road,
Dublin 9
Ireland

www.dcu.ie

Gabriel Parriaux

gabriel.parriaux@hepl.ch
Professeur HEP associé

Haute École Pédagogique du Canton de Vaud
Avenue de Cour 33
1014 Lausanne
Switzerland

www.hepl.ch

Geneviève Laloy

President of the Comenius Association
Head of the International Office
ri.enbw@vinci.be

Haute Ecole Léonard de Vinci
École Normale Catholique du Brabant Wallon
Voi Cardjin, 10
1348 – Louvain-la-Neuve
Belgium

www.enbw.be

Contributors

Jean-Philippe Pellet

jean-philippe.pellet@hepl.ch
Professeur HEP Associé

Haute École Pédagogique du Canton de Vaud
Avenue de Cour 33
1014 Lausanne
Switzerland

www.hepl.ch

and

École Polytechnique Fédérale de Lausanne
Route Cantonale
1015 Lausanne
Switzerland

www.epfl.ch

József Tóth

toth.jozsef@avkf.hu
College Assistant Lecturer

Apor Vilmos Catholic College
Konstantin tér 1-5
H-2600 Vác
Hungary

www.avkf.hu

Julien Bugmann

julien.bugmann@hepl.ch
Chargé d'Enseignement - HEP

Haute École Pédagogique du Canton de Vaud
Avenue des Bains 21
1014 Lausanne
Switzerland

www.hepl.ch

Kristina Kozlovskaja

kristinakozlovskaja@gmail.com
Preschool Teacher

Salcininkai Region Deveniskes Rytas Gymnasium,
Geranionų Str. 34
Salcininkai
Lithuania

www.ryto.salcininkai.lm.lt

Magali Descoedres

magali.descoedres@hepl.ch
Associate Professor

Haute École Pédagogique du Canton de Vaud
PE Unit
Avenue de Cour 25,
1014 Lausanne
Switzerland

www.hepl.ch

Maria Clara Martins

clara.martins@ese.ipsantarem.pt
Adjunct Professor

Santarém Polytechnic Institute
Santarém Higher School of Education
Apartado 131
Complexo Andaluz
2001-902 Santarém
Portugal

www.ipsantarem.pt

Maria Garriga Guitart

mgarrigaguitart@gmail.com
Student

Universitat Ramon Llull - Spain
c. Císter, 34
08022 Barcelona
Spain

www.blanquerna.edu

Marie-Ève Berthiaume

Marie_eve_berthiaume@hotmail.com
Étudiante en Enseignement Secondaire – Mathématique

Université Laval
2325 Rue de l'Université
QC G1V 0A6, Québec
Canada

www.ulaval.ca

Marisa Correia

marisa.correia@ese.ipsantarem.pt
Adjunct Professor

Santarém Polytechnic Institute
Santarém Higher School of Education
Apartado 131
Complexo Andaluz
2001-902 Santarém
Portugal

www.ipsantarem.pt

Monika Becker

monika.becker@ph-gmuend.de
Head of International Relations

University of Education Schwäbisch Gmünd
Oberbettringerstr. 200
D-73525 Schwäbisch Gmünd
Germany

www.ph-gmuend.de

Nelson Mestrinho

nelson.mestrinho@ese.ipsantarem.pt
Adjunct Professor

Santarém Polytechnic Institute
Santarém Higher School of Education
Apartado 131
Complexo Andaluz
2001-902 Santarém
Portugal

www.ipsantarem.pt

Neusa Branco

neusa.branco@ese.ipsantarem.pt
Adjunct Professor

Santarém Polytechnic Institute
Santarém Higher School of Education
Apartado 131
Complexo Andaluz
2001-902 Santarém
Portugal

www.ipsantarem.pt

Noémie Gennart

noemie_g@hotmail.be
French as Foreign Language Student

Haute École Leonard de Vinci
Ecole Normale Catholique du Brabant Wallon
Voie Cardijn 10
1348 Ottignies-Louvain-la-Neuve
Belgium

www.vinci.be/fr-be/encbw

Olivier Lévêque

olivier.leveque@epfl.ch
Maître d' Enseignement et Recherche (MER)

École Polytechnique Fédérale de Lausanne
Route Cantonale
1015 Lausanne
Switzerland

www.epfl.ch

Raquel Santos

raquel.marques@ese.ipsantarem.pt
Adjunct Professor

Santarém Polytechnic Institute
Santarém Higher School of Education
Apartado 131
Complexo Andaluz
2001-902 Santarém
Portugal

www.ipsantarem.pt

Rebecca Wymann

rebi.wymann@gmx.ch
Student

Pädagogische Hochschule des Kantons St.Gallen,
Seminarstrasse 27
9400 Rorschach
Switzerland

www.phsg.ch

Contributors

Renata Kondratavičienė

r.kondrataviciene@vdu.lt
Lecture

Vytautas Magnus University
Academy of Education
T. Ševčenkos Str. 31
Vilnius
Lithuania

www.svietimas.vdu.lt

and

r.kondrataviciene@pdf.viko.lt
Lecture

Vilniaus kolegija /University of Applied Sciences
Saltoniškių Str. 58
Vilnius
Lithuania

<https://pdf.viko.lt>

Saida Affouneh

s.affouneh@najah.edu
Professor of Educational Planning

An-Najah National University
Nablus, P. Box 7, 707, West Bank
Palestine

www.najah.edu

Soheil Salha

ssalha@najah.edu
Professor of Math Education

An-Najah National University
Nablus, P. Box 7, 707, West Bank
Palestine

www.najah.edu

Teresa Maia e Carmo

mteresa.carmo@ese.ipsantarem.pt
Professora Adjunta Especialista

Santarém Polytechnic Institute
Santarém Higher School of Education
Apartado 131
Complexo Andaluz
2001-902 Santarém
Portugal

www.ipsantarem.pt

Valė Kirsienė

vale.kirsiene@gmail.com
Preschool Teacher

Vilnius Atžalynas school-kindergarten
Genių Str. 25
Vilnius
Lithuania

www.atzalyno.vilnius.lm.lt

Zuheir Khlaif

zuh.khlaif@gmail.com
Professor of Educational Technology

An-Najah National University
Nablus, P. Box 7, 707, West Bank
Palestine

www.najah.edu

Partner Institutions

Austria

Kirchliche Pädagogische Hochschule in
Wien/Krems

www.kphvie.at

University College of Teacher Education Styria -
Graz
Pädagogische Hochschule Steiermark

www.phst.at

Belgium

Arteveldehogeschool

www.arteveldehs.be

Haute Ecole Léonard de Vinci -
- Brussels and Louvain-la-Neuve

www.vinci.be

Haute École de Namur-Liège-Luxembourg
(HENALLUX - Namur)

www.henam.be

Haute École Libre Mosane (HELMO) - Liège

www.helmo.be

Karel de Grote Hogeschool - Antwerpen

www.kdg.be

Thomas More - Mechelen

www.thomasmore.be

Czech Republic

Univerzita Hradec Králové

www.uhk.cz

Denmark

University College South Denmark

www.ucsyd.dk

France

ISFEC - La Salle Mounier -
- Institut Catholique de Paris

www.cp.fr
www.lasalle-mounier.fr

ESPE – School of Education –
Strasbourg University

www.espe.unistra.fr

Germany

Pädagogische Hochschule Schwäbisch Gmünd

www.ph-gmuend.de

Hungary

Apor Vilmos Catholic College - Vác

www.avkf.hu

Ireland

Dublin City University -
- Saint Patrick's College

www.spd.dcu.ie

Italy

University of Bergamo

www.unibg.it

Lithuania

Vilniaus Kolegija / University of Applied Sciences

www.viko.lt

Netherlands

Inholland University -
- School of Education

www.inholland.nl

Norway

University of Stavanger -
Faculty of Arts and Education

www.uis.no

Partner Institutions

Portugal

Instituto Politécnico de Santarém - ESES

www.eses.ipsantarem.pt

Spain

Centro Superior de Estudios
Universitarios La Salle

www.eulasalle.com

Centro Universitario de Magisterio Escuni

www.escuni.es

Universidad Católica de Valencia
San Vicente Martir

www.ucv.es

Universitat de València

www.uv.es/filoeduc

Universitat Ramon Lull - Blanquerna -
Facultat de Psicologia, Ciències de l'Educació i de
l'Esport

ww.url.edu

www.blanquerna.url.edu

Sweden

University of Gävle -
- Department of Educational Sciences

www.hig.se

University of Örebro -
- Department of Education

www.oru.se

Switzerland

Haute Ecole Pédagogique du Canton de Vaud -
- Lausanne

www.hepl.ch

Pädagogische Hochschule Thurgau

www.phtg.ch

United Kingdom

Kingston University -
- School of Education

www.kingston.ac.uk

University of Winchester

www.winchester.ac.uk



Klingental 2019 – 21st -24th May



ISSN: 2033-4443

Journal de l'Association Comenius
Journal of the Comenius Association
no 28 – september – 2019
www.comeniusassociation.org

