

TEN Intensive week April 09th – April 13th 2018

***Innovative and Sustainable Aesthetic Methods for Citizenship Education (ISAMCE)***

Nordic and Baltic Perspectives

ISAMCE-theme: EQUALITY

Location: University Of Iceland. Reykjavik. Iceland.

Network coordinator: Aslaug Furholt, Western Norway University of Applied Sciences

Local coordinator: Hanna Ólafsdóttir, assistant professor in Arts Education.



## Overall objects

TEN, Teacher Education Network is a network with special focus on the aesthetic subjects in the teacher education. In this project, also lecturers of citizenship participated to collaborate on the question of citizenship education in addition to teachers in music, drama and arts/crafts.

The overall objective of the project is to develop skills and competencies related to citizenship: the capacity for communication and dialogue, the capacity to live with others, to recognize and accept differences, sharing narratives in an aesthetical collaborative learning approach.

The particular innovative approach of this project explores the current topic of citizenship through aesthetic processes and expressions in innovative transdisciplinary and multimodal ways.

## Overall learning objectives of the project are

- \* New approaches in aesthetic education and citizenship education
- \* Knowledge about and experience with theme based and aesthetical collaborative learning approaches
- \* Experience the particular potential of aesthetic processes and expressions in dealing with the particular issue of citizenship education
- \* Sustainable outcomes: critical transferability of learned experience to local contexts
- \* 21<sup>st</sup> century skills as: Knowledge construction, relevant use of IT in learning environments, self-evaluation and competent communication.

The title of our new 3-year project for 2016 – 2019 is ***Innovative and sustainable aesthetic methods for citizenship education: Nordic and Baltic perspectives (ISAMCE)***

1. **Freedom** (Copenhagen 2017, April) Escape, exile, migration, minority Totalitarian systems/democratic systems Fundamental values – security, justice, etc.
2. **Equality** (Iceland 2018, April) Social justice/classism: differences in economic, social and cultural capital. Globalization increasing cultural and religious diversity, multiculturalism and religion
3. **Brotherhoods – Sisterhoods /Solidarity** (Stocholm, Sweden 2019, April)  
Cultural diversity, tolerance/intolerance, freedom of speech, right to be different, cultural clashes, gender questions, religion and orthodoxy, race  
Prejudices and images – intercultural competence  
Cosmopolitanism ><world citizenship><world consumer

The participants in the course of 2018 were bachelor students in teacher education from 8 countries: Denmark, Finland, Estonia, Iceland, Latvia, Lithuania, Norway and Sweden. There were also teachers participating who came from all of the above nationalities. The criteria for selecting students was decided at each institution and there were on average 2-4 students from each institution.

The local coordinator of the course in Iceland was Hanna Ólafsdóttir, assistant professor in Art education at the University of Iceland.

## Activities/ Collaboration

A project committee formed by representatives from different partner institutions was responsible for the planning of the course. The work of the course was planned to be intercultural and transdisciplinary. The committee met once prior to the course in Copenhagen in December 2017 where we planned the intensive

week in details. The committee discussed objectives, content of every single activity in the course, and sent detailed material about the course to each partner in the network. Partners could then choose activities and responsibilities that they would take part in during the course. Activities were for examples warming up activities, lectures and workshops. Responsibilities were for example daily evaluation and documenting the course. During the course, participating lecturers from the different countries facilitated the groupwork of the students. The project committee had decided not to organize one big performance at the end of the course, but to ask the students to work in five groups with minor presentations.

Hanna Ólafsdóttir was organizing host but luckily Maria Pemsel from Sweden came a few days earlier to help. María wrote information on internet, held the teacher meetings in the first two days of the week. Sweden is hosting next year in Stocholm so this will be a good experience.

*Pretask.* Before arriving all of the country groups (students from each participating country) did have to prepare a pretask, which they presentet during the first two days of the course. Each country group did present one or two artists, dealing with the question of EQUALITY. It could be a national or an international artist. The timeframe for each presentation was 10 minutes per institute so it was 8 x 10 minutes in two groups.

During the first days of the course, lecturers organized workshops in order to qualify the theme of the course and inspire students, how they could work with the theme. In these presentations, the students expressed their own understanding of the notion of Equality and created innovative pieces. Lectures of citizenship introduced the theme: equality, and the specific focus of this intensive course through a lecture showing the dynamics of different interpretations of equality form the history of ideas, political history and religious traditions.

The teachers challenged the students by giving theme some specific quotes on equality in their transdisciplinary work. This method gave the opportunity for the students to meet each other and start the investigation of *Living Together as Equals in Dignity* and how to interpret it an aesthetic way. In preparatory drama plays and exercises, students and lecturers worked with these criteria and gained an understanding of their meaning.

**Groupwork, final presentations and documentation of our work** During the whole week, students worke in transnational groups. Each group should create some kind of performance, which they will present on the last day of the course. Each group will get feedback on their presentation with the following criteria:

- The theme: **EQUALITY** must be clear.
- All groups must work with sound, body, visuality and space
- Site specific elements / references must be included in the presentation
- Clear choice of genre: Performance, Installation, Video.

The students/teachers have to register and document the workflow during the week (snapshots / movies and interviews, filming and photo).

On the ground of these experiences, the students worked in five transnational groups and created innovative pieces, which they performed at the last day of the course to an audience. We decided to name the group after five Icelandic volcanoes so that they could better understand the sequence. The final performance took place at the School of Education at the locals of the Arts and Crafts department.

On day two, the entire group went on a daytrip "The Golden Circle" We went to see Thingvellir historical site, the site of the ancient parliament dating back to pagan days of the pre-Christian Iceland and also the natural sites including the waterfall Gullfoss and the geothermal hot springs at Geysir. In the *Golden Circle*

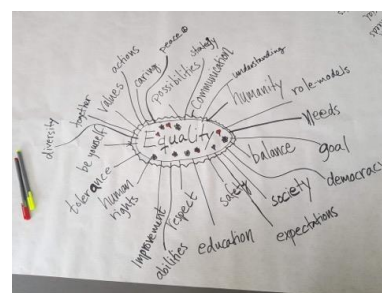
*trip* the students got different tasks prepared by a teacher group and material to use. F.ex mirrors, white painter suite, tape... They used the trip to record sounds, video, and take photos for their final presentation.

The visit made a deep impact in the participants which we could see reflect in their performance the final day and also in their reports.

Finally the student made an evaluation and gave feedback on each others projects in the seminar. The teachers formulated a written evaluation for each group and it was given to the students in a formal and festive way at the course celebration in the evening.

## Results and outcomes

During the project, we used a variety of formative and summative evaluation methods which opens for lively discussion and unique meetings between students and teachers to strengthen intercultural competency. The intensive week allowed for the exchange of views between countries and institutions through aesthetic processes and expressions in innovative transdisciplinary and multimodal ways. *The complexity of the theme made us through the week reflect over different issues connected to equality, both with the colleagues and the students. The results of the performances this year was on a high level, and we experienced that it was very expressing and moving. The theme equality was highlighted in an extraordinary artistic and aesthetic multimodal way.*



## Teacher reports/evaluation

*The course contribution to the understanding of the theme EQUALITY*

*It was an eye opener for new and different perspectives. The complexity of the theme made us through the week reflect over different issues connected to equality, both with the colleagues and the students. The results of the performances this year was on a high level, and we experienced that it was very expressing and moving. The theme equality was highlighted in an extraordinary artistic and aesthetic multimodal way.*

*The meeting with colleagues and students from the Nordic and Baltic countries has given very good opportunities for exchange and inspiration and the cross-curricular approach of the course has been a great inspiration for me as a R.E. and Citizenship teacher. The intensity of working together as a team of teachers and the final presentations of the students – all of which were surprising, innovative and strong expressions of the equality theme.*

*Being the second time we participated we were much more relaxed in our own preparation for the course. It is stimulated and interesting to explore the possibilities together with other teachers on the location during the course. The site specific element is most important in teachers planning of the different activities. It demands a certain portion of flexibilities in the group of teachers. But it also makes us amazed and sometimes even blown away of excitement.*

*The importance of information in advance is crucial for being able to plan traveling, accommodation and participation. In this year things got more and more expensive the longer we had to wait. Information provided in good time is preferred.*

*The most important was the Cooperation with the other teachers, and I liked to be a part of the process from abstract concepts like equality to specific performances. The Icelandic nature and our shared experiences with aesthetic expressions.*

*For me was huge excitement that we have all works in one level, during drama exercises that gives a big impression, because in "X" we have more old fashion methods of teachings and this course teaches me how to generate more ideas, how to evaluate students in their work, how to reach the goal of co-working. For my long terms like an educator, it gives more flexible attitude for study, how to be critical but not harmful and strict.*

*We got an insight in research topics and teaching conceptions of Nordic and Baltic teacher educators, and found out, that we represent common pedagogical believes, even if our approaches differ.*

*We will present some of the results for my colleagues in teacher education and discuss the possibilities of including some of the methods in the introductory module for new teacher students*

**Students reports /evaluation** indicated that they valued the cooperation and group work with students from other countries. They liked the freedom they had in the group process. They liked to work interdisciplinary.

*Working methods of the course were great. They got us thinking and reflecting which the was aim of the course. There was a clear meaning of each exercise and workshops we did. Also it was nice that every day and even every exercise was different from another so we got many useful ideas and tools to bring back home and use in the future.*

*Also it was nice that the groups got quite free hands to plan and make their own products as long as the qualifications were fulfilled. All the products we saw on Friday were totally different and completely our "handwrite". We think the assignment itself and groups that teachers decided were great!*

*We think we will use some of the methods and exercises we learned during this week in our work in the future. Many of those were useful for us becoming classroom and music teachers and educators.*

*In my opinion, nature gives incredible inspiration, either gives more mindfulness and peace inside, gives play in the mind how can developed human with natural resources.*

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*We got the change to listen and hear and share different point of views and it was eye-opening experience. The theme of equality came out very strong because we worked with it in so many ways.*

*Of course it was exiting surprise that we had the Golden Circle day tour and it was mixed with the LandArt tasks. These tasks definitely helped to step out of the comfort zone to be more creative.*

*I like that we have little pretask for the course.*

*...If so many different people are together and you have to work very intensive the whole week you learn a lot of new things. I came much closer to understanding people from the Baltic countries than I did before.*

*...we had different quotes in English about equality and we translated them to our own language. We recorded them and for example when I read this in Estonian then only my teacher and one other student from Estonia did understand and so it wasn't equal to others. In the end of our presentation we spook in English so finally everybody felt included.*

Student took photos of their works and posted them on social media, Facebook where each participant could write a comment, as well as teachers. They also used Instagram and put their videos on YouTube. This gives the more objective evaluation of this process.

## Impact and dissemination

The possible multiplying effects or spin-offs from this course:

- Networking - A strengthening of the connections between Nordic and Baltic countries, institutions, teachers and students. Both students and teachers have the opportunity to get new colleagues and friends across borders and thereby initiate new professional networks.
- Most students are future teachers in primary and lower secondary schools, and their experiences at the course can therefore be very valuable in their future work as teachers in schools of the Baltic and Nordic countries.
- The performances, evaluations, reports, films as well as presentations from the intensive courses might provide inspiration and knowledge also to other students and teachers in the Baltic and Nordic countries.

F.ex. one of teacher group are planning to have a seminar and workshop together with this year's participating students for their fellow students next spring. They are planning this together with the students. They will inform the students about other possibilities within Nordplus and ERASMUS for exchange, minor fields studies etc.

The student shared their experiences and feelings on social media (by posting pictures and videos.) Some of them also introduced and shared experience with their fellow students back home..



## PROGRAM

TEN INTENSIVE COURSE 09.04-13.4 2018

REYKJAVÍK, ICELAND:

INNOVATIVE AND SUSTAINABLE AESTHETIC METHODS FOR CITIZENSHIP EDUCATION IN NORDIC AND BALTIC PERSPECTIVES (ISAMCE) – THEME: EQUALITY



MONDAY 09.4 11.00 -17.00

- 11-12:00 Registration and lunch
- 12:00 - 5 pm
- Welcoming and introduction to the course by the hosts and the coordinator, Torunn Bakken Hauge and Hanna Ólafsdóttir
  - Introducing the theme: citizenship and this years concept: EQUALITY
  - Introducing the methods: Innovative and sustainable aesthetic methods for citizenship education (how to practice) 30 min Lakshmi, Frants and Rose Maria.
- Warm up/get together exercises – Siv Ødemotland 20-30 min
- Students from each institution present 2 artists from different fields (music, art , drama etc.) from their home country (prepared homework) dealing with citizenship/equality issues. 5 groups – 10 min. each. 60 min
- Break 20 min Coffee and cake/ fruit
- Documentary Film Visit Iceland/Reykjavík 20 min
- Preliminary student groups - Brainstorming and mind mapping the theme: ideas on what to do and how to work in a multimodal and transdisciplinary way Frants Mathiesen / Suzanne/ Gorm 60 min
- Summing up and questionnaire 15 min (Hanna Olafsdottir og Anna Louise Bahn))
  
- Evening: Dinner at Kex hostel – students (own expense)
- Go swimming in Sundhöllin í Reykjavík

TUESDAY 10.04 - 9.00. – 17.00

- 9.00 am Warm up/mini workshop ( Karen Foss )
- 9.30 Students from each institution present 2 artists from different fields (music,art , drama etc.) from their home country (prepared homework) dealing with citizenship/freedom issues. 5 groups – 10 min. each. 60 min
- 10.30 coffee 40 min
- 11.10 Lecture: Citizenship/equality - Rose Maria Bering/Lakshmi 30 min
- 11.45 TWO Workshops, first round: 15 students at each workshop.  
A.: Anne Louise, Mimmi, Viktoria, Ilze Experimenting with and exploring materials as a starting point for aesthetic processes and production.  
B.: Lone, Stine, Gorm, Suzanne, Rannveig Drama/ Music teacher 45 min
- 12.20 Lunch break
- 13.30. Two Workshops, second round: 15 students at each workshop.  
A.: Experimenting with and exploring materials as a starting point for aesthetic processes and production  
B.: Drama/ Music
- 14.15 Formation of five permanent student groups. International and interdisciplinary
- 14.30 Work starts in the groups: Concept and idea development based on the mind maps and the lectures. The students starts planning their multimodal and transdisciplinary aesthetic product.
- 16.00 Summing up and questionnaire 30 min (Hanna Olafsdottir og Anna Louise Bahn)
- 16.30 Status meeting teachers
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- 17.30 Reykjavik by food – walking tour in the city ending with cinema for students
- 19.30 Cinema, Dinner for teachers? (own expense)

WEDNESDAY 11.04 – 9.00- 16.00

- 9.00 **Golden Circle day tour** (6-7 hours) (50% paid by network/max 30 euros per student)
  - Gullfoss
  - Geysir
  - Þingvellir National park
- Warm up in the bus (Maria Pemsel) 30 min
- 10.15 Working in the groups (Lakshmi Sigurdsson/ Roes Maria)
- 12.30 – Sandwiches and drinks (paid by network)
- 13.30 Working in the groups
- 16.00 Short summing up and questionnaire (Hanna Olafsdottir)
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THURSDAY 12.04 – 9.00-16.00 + NETWORK MEETING FOR TEACHERS 9.30 P.M

- 9.00 a.m. Warm up (Lone, Kirsti)
- 9.30 Working in the groups
  - a. Status? Teachers coordinating and coaching:
  - b. Network meeting for teachers (Torunn and the representative teachers)
- **11.30 Status meeting in plenum**
- 12. 00-13.00 Lunch
- 13.00 Working in the groups Teachers coordinating and coaching:
- 15.30 Summing up and questionnaire (status meeting) 30 min (Hanna Olafsdottir og Anna Louise Bahn)
  
- Go swimming?
- Cultural event in Reykjavík planed by students

FRIDAY 13.4 - 9.00- 15.00

- 9.00 Warm up (Susanne og Gorm)
- 9.30 Preparing the Presentation (how to do? how and where?)
- **10.30 The Show starts** - the students present their works MAX 20 min to each group
- 12.30-13.30 Lunch
- 13.30 Evaluation/dialogue about the presentation in different ways Anne Louise Bahn + Frants Mathiesen
  
- 14.15 Evaluation of the course and dissemination of course experience
  
- 19.00 Dinner/afternoon party