



Comenius Association Conference
EDUCATION IN THE 21ST CENTURY

Programme - Conference Day

Date

25.10.2019

Location

Campus South

Ortweinplatz 1/II, 8010 Graz

Institute

Institute for Diversity Studies and International Relations



Beginn/ Start	Raum/ Room	Thema/Topic	Vortragende/ Speaker
10:00- 11:15	Festsaal O.02.25	<p>Keynotes</p> <p>“Educate locally - think and act globally - Internationalisation of the curriculum and competence development”</p> <p>More than ever before, students will be challenged by a dynamically changing environment and society. Thus, HEI have to prepare their students and future graduates for these challenges and changes, and focus on the development of what is known as skills for the future and global competence. Educating for global competence means „ [...] preparing our students to participate fully in today’s and tomorrow’s world. [so that they] understand and act on issues of global significance (global citizenship) ...“(Jacobs, 2013, In: Learning Redefined for an Interconnected World).</p> <p>The presentation will show how HEI can integrate international and intercultural elements into their curricula and thus foster the development of the so-called skills of the 21st century with their students.</p> <p>"What education do we need to answer democratic challenges of XXI centuries? The Council of Europe standards":</p> <p>The various crises are crossing Europe and for some risks to accelerate in the years to come - increasing inequalities, crisis of governance and representative democracy, increasing conflicts in many parts of the world, the degradation of Europe environment related to climate change - the standards proposed by the Council of Europe in the field of education design a plural model accompanied by tools and methodology. Participants will be invited to exchange on the essential gaps between the democratic values and the way that they are transmitted or not to the future generations in order to build a “living together”.</p>	<p>Eva Werner</p> <p>Susanne Linhofer PHSt Austria</p> <p>Anna Rurka Haute Ecole Léonard de Vinci Belgique</p>
11:30 -12:15 Uhr			
11:30- 12:15	Festsaal O.02.25	<p>(Recht-)Schreibenlernen mit Iderblog ii Learning how to write (and spell) with Iderblog ii</p> <p>In diesem Workshop soll die im Rahmen des Erasmus+ Projektes entwickelte webbasierte Plattform Iderblog ii (Individuell Differenziert Richtig schreiben mit Blogs - individualisieren und implementieren, www.iderblog.eu) vorgestellt werden. Auf dieser Plattform können Schüler/innen ab der 3. Schulstufe Texte digital verfassen, ggf. veröffentlichen, lesen und kommentieren. Das eigens für die Plattform entwickelte intelligente Wörterbuch, das strategiebasierte Rückmeldungen zur Korrektur bei Rechtschreibfehlern gibt, hilft, die Texte zu verbessern. Außerdem</p>	<p>Konstanze Edtstadler PHSt Austria</p> <p>Elisabeth Herunter PHSt Austria</p> <p>Host: Jitka Hrbackova</p>

werden in Abhängigkeit der gemachten Fehler und der so identifizierten Fehlerschwerpunkte den Schüler/innen Übungen und Kurse vorgeschlagen. Ziel des Workshops ist, die kostenlose Plattform mit ihren Funktionen vorzustellen und ausgewählte deutschdidaktische Überlegungen zu diskutieren, um einen Einsatz in der Praxis zu ermöglichen.

In this workshop the web-based platform Iderblog ii (Individuell Differenziert Richtig schreiben mit Blogs - individualisieren und implementieren, www.iderblog.eu), developed within the framework of the Erasmus+ project, will be presented. On this platform, pupils from the 3rd school level onwards can digitally read and write texts, publish them, and comment on texts. The intelligent dictionary developed especially for the platform provides strategy-based feedback for correcting spelling mistakes and helps to improve them. In addition, depending on the mistakes made and the focus of the mistakes identified, specific exercises are suggested to the students. The aim of the workshop is to present the free platform with its functions and to discuss selected German didactic considerations in order to enable practical use.

11:30-
12:15

O.ZG.02

Sprachenlernen im digitalen Distanzunterricht - Vorstellung des "Digi.DaZ" Begleitforschungsprojektes Language Learning in Digital Distance Learning - Presentation of the "Digi.DaZ" Research Project

Carina Natalie Hopp
PHSt Austria

Host: Johanna Eichinger-Eisel-Eiselsberg

Der Workshop zum Forschungsprojekt „Digi.DaZ“ schickt Sie auf eine sprachliche und mediale Entdeckungsreise. Ziel des Digi.DaZ Projektes war es, Kindern und Jugendlichen Chancengleichheit und bestmögliche Förderung zu bieten: Trotz der Bereitstellung personeller Ressourcen ist ein flächendeckender Einsatz von qualifiziertem DaZ-Personal für rund 3000 Schülerinnen und Schüler in den ländlichen Gebieten der Steiermark nur begrenzt möglich. Im Projekt „Digi.DaZ“ wurden Schülerinnen und Schüler im digitalen Distanzunterricht von einer ausgebildeten DaZ-Onlinelehrerin unterrichtet. Das Begleitforschungsprojekt sollte die Umsetzung und die Besonderheiten dieses Unterrichts beleuchten: Wie muss digitaler Distanzunterricht in DaZ gestaltet werden, sodass der Lernfortschritt mit dem im Präsenzunterricht vergleichbar ist? Ist die technische Infrastruktur für den DaZ-Unterricht geeignet? Wird im Projekt Digi.DaZ ein Mehrwert gegenüber herkömmlich (d.h. ohne Nutzung von digitalen Unterrichtsarrangements) organisiertem DaZ-Unterricht erreicht, z.B. durch die Erschließung neuer digitaler Unterrichtsmöglichkeiten? Welche Adaptierungen aus dem Verlauf von Digi.DaZ können für Folgeprojekte abgeleitet werden und wie können Erfahrungen aus dem Projekt in die Lehrendenbildung einfließen? Erste Ergebnisse werden in diesem Workshop vorgestellt und stellen einen alternativen digitalen Weg des Sprachenlernens vor.

In the workshop of the research project "Digi.DaZ" you will go on a linguistic and media voyage of discovery. You are most likely working in a school context and would like to offer children and

young people equal opportunities and the best possible support. This was also the aim of the Digi.DaZ project.

11:30-
12:15

O.01.07

A common inclusive language in schools

The implementation of inclusion in wide areas of teacher education as well as in-service-teacher training is progressing on national as well as on international level. Concurrently, strengthening the teaching profession and capacity building are addressed as new participative legal frameworks. Within the strategy of inclusion not only the special education teacher, but rather all mainstream teachers are faced with increased diversity and new assessment methods which address joint decision making processes of support processes for pupils with special educational needs (Pickl, Holzinger & Kopp-Sixt, 2015). In order to reach this ambitious goal, initial and continuous teacher education has been pinpointed as one of the key determinants to provide teachers with the competencies necessary (EADSNE, 2009, 2010, 2012; OECD, 2015; UNESCO, 2008). In that context, the ICF (International Classification of Functioning, Disability and Health, WHO 2005) provides a common (meta) language to address diversity and an ability-based assessment method to describe and plan support processes within transdisciplinary teams. The project "A common language in school" provides concrete tools for professionals who work with pupils with developmental difficulties in schools. It introduces ICF as common language to describe the individual learning situation of a child and enables ability-based holistic transdisciplinary assessments and planning processes. The project is implemented by 10 partners from 4 European countries (Austria, Germany, Republic of Northern Macedonia, Turkey). First results and recommendations will be presented.

**Prof. Silvia
Kopp-Sixt**
PHSt Austria

Host: Eugenia
Kastrisiou

11:30-
12:15

O.02.48

Tradition der Ausbildung der Berufsschullehrer in Sopron: Vergangenheit, Gegenwart und Zukunft Vocational teacher education in Sopron: past, present and future

Die Universität Sopron ist eine kleine ländliche Universität mit vier Fakultäten. Aufgrund der Art der Fakultäten (forstwirtschaftlich-agrarisch, technisch, wirtschaftlich, pädagogisch) ist sie ideales Gebiet für eine professionelle Lehrerausbildung. Das Ziel unseres Vortrags ist, die Vergangenheit, die Gegenwart und die zukünftigen Innovationen der dortigen Lehrerausbildung vorzustellen, sowie die grundlegenden rechtlichen, organisatorischen und inhaltlichen Merkmale der beruflichen Lehrerausbildung in Ungarn zu beschreiben. Unser Hauptthema ist es zu untersuchen, wie nationale Rahmenbedingungen an unserer Universität umgesetzt werden. Neben der theoretischen Ausbildung (Lehrpläne, Fächer) beschreiben wir auch die Art der praktischen Vorbereitung. Unsere Präsentation wird mit der Vorstellung der geplanten Reformmaßnahmen abgeschlossen.

Timea Kollarics
Universität Sopron
Elek Benedek
Hungary

Gabor Patyi
Universität Sopron
Elek Benedek
Hungary

Host: Agnes
Haidacher-Horn

The University of Sopron is a small rural university with four faculties. Due to the nature of the faculties (forest-agricultural, technical, economic, educational) it is an ideal area for professional teacher training. The aim of our lecture is to present the past, present and future innovations of teacher training in Hungary and to describe the basic legal, organisational and content characteristics of vocational teacher training in Hungary. Our main topic is to examine how national frameworks are implemented at our university. In addition to the theoretical training (curricula, subjects) we also describe the type of practical preparation. Our presentation will conclude with the presentation of the planned reform measures.

11:30-12:15	O.02.49	Let's have a future! 4Cs needed in Global Citizenship Education	Martina Huber-Kriegler PHST Austria
		In this workshop participants will be invited to discuss how the 4 Cs can be used as guiding principles for creating or adapting learning activities in the context of Global Citizenship Education. None of the actual problems we are facing concerning the future of humanity can be solved without communication, collaboration, critical thinking or creativity - so here is an ideal field to try out, practice and train these competences.	Host: Heiko Vogl

14:00 -15:30 Uhr

14:00-15:30	Festsaal O.02.25	Make Mistakes: Theater pedagogical approaches in language teaching	Manfred Weissensteiner PHSt Austria
		The goal of this workshop is to dare to act and interact in a foreign language. Drama pedagogic exercises, speech events and games are presented and tried together, also in a non-play experienced group. Take a risk! No prior knowledge is necessary!	Host: Jitka Hrbackova
14:00-15:30	O.01.07	Life-Skills-Programs in schools	Marlies Matischek-Jauk PHSt Austria
		Fostering life skills is an important task for schools and teachers. During the last decades life-skills-programs and whole school approaches for health-promotion have been increasingly implemented at schools. Research findings show the importance of continuous work with students for enhancing their personal skills as well as academic achievements. In this workshop, basic information on the life-skills approach will be discussed and examples of evidence-based life-skills programs will be introduced. The contents will be presented in a practice-oriented way.	Host: Ursula Rettinger

14:00 -14:45 Uhr

14:00-	O.ZG.02	Studieren im Ausland: Willst du dahin, wo der Pfeffer wächst?	Johanna
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14:45

Studying abroad: Does this sound double - Dutch to you?

**Eichinger-Eisel-
Eiselsberg**
PHSt Austria

Studierenden der PHSt stehen verschiedene Möglichkeiten zur Verfügung, einen Teil ihres Studiums im Ausland zu verbringen: Im Rahmen eines Erasmus+ Studienaufenthaltes oder eines studienbezogenen Erasmus+ Praktikums können auf jedem Studienlevel bis zu 12 Monate an einer Partnerhochschule der PHSt oder in einem Unternehmen absolviert werden. Sprachassistenten und die Teilnahme an Exkursionen stellen weitere Möglichkeiten dar, während des Studiums kulturelle Kompetenz zu erwerben. Die Hochschulen der Comenius Association, ein europäisches Netzwerk von Universitäten, dem auch die PHSt angehört, organisieren jährlich internationale Wochen für Lehrende und Studierende, die Schulbesuche, Diskussionen und kulturelle Besuche beinhalten können, oder sich auf ein bestimmtes Thema konzentrieren. In diesem Workshop werden die internationalen Wochen vorgestellt, sowie Prozedere und Voraussetzungen für die Teilnahme besprochen.

Heiko Vogl
PHSt Austria

Host: Jasmin
Gragger

Students of the PHSt have various possibilities to study abroad: Within the framework of Erasmus+ up to 12 months can be completed at any study level at a partner university of the PHSt or as a study-related Erasmus+ internship. Language assistance and participation in excursions are further opportunities to acquire cultural competence during your studies. The universities of the Comenius Association, a European network of universities, organise annual international weeks for teachers and students. These international weeks are organised in different ways: they may include school visits, discussions and cultural visits, or may concentrate on a specific topic. In this workshop, the international weeks will be presented and procedures and requirements for participating will be discussed.

14:00-
14:45

O.02.02

"Youth has no age" - Challenges and Opportunities of Bridging Generation by Education

**Réka Kissné
Zsámboki**
University of
Sopron Benedek
Elek Faculty of
Pedagogy
Hungary

Intergenerational Learning (IL) is an important part of the philosophy of lifelong learning. On one hand, it describes the way that people of all ages can learn together and from each other and on the other hand, it fosters reciprocal learning relationships between different generations and helps to develop social capital and social cohesion in our ageing societies (Field & Lynch, 2016). Certain changes in society led to generations frequently becoming distanced or segregated from one another, particularly younger and older people. This effect may cause unrealistic, negative stereotypes between generations (Corcoran et al., 2014). The aim of our research was (1) to give an overview on theoretical background of intergenerational learning, (2) to focus on some international and domestic 'best practices', (3) to explore early childhood teacher training students' attitudes on institutional practice of intergenerational learning (N=82) and (4) to describe family attitudes and habits on cooperation of the younger and older generations (N=95). We used qualitative and quantitative research

Host: Agnes
Haidacher-Horn

methodology. Participants gave their full consent to be involved in the research. Protection of the privacy and anonymity of research participants was ensured. No personal data or code for identification were used. According to our work, early childhood teacher training institutes need to work out innovative and reflective training contents on the topic of social cohesion to bridge the generation gap and remoteness that children and educators need to face.

14:00-
14:45

O.02.48

Language education in the 21st century. Ideas for teachers

„Languages at the heart of learning“ is the title of the 2016-2019 programme of the European Centre for Modern Languages (ECML), a Council of Europe institution based in Graz. This programme supports quality in language education because languages are at the heart of learning in the 21st century. What are the implications for language teachers? What does it take to embrace linguistic and cultural diversity? Where can teachers find innovative approaches and tools adapted to changing learning environments? This workshop offers a short introduction to the work of the ECML and invites participants to explore its website. This part of the workshop is organised as a hands-on activity in the form of a scavenger hunt. Based on real-life tasks participants will be asked to form teams and to gather ideas, materials and classroom activities – as quickly as possible. The purpose of this activity is to have fun and to find new ideas for successful language teaching and learning. Note for participants: Please bring your own laptop or tablet.

**Susanna
Slivensky**
ECML Graz
Austria

Host: Marlene
Grabner

14:00-
14:45

O.02.49

Democracy in Education

Living together is a "hot" topic today. One possible answer is global citizenship education. In this workshop, I will first outline how we are integrating global citizenship topics into teacher education, how we want our future teachers to become world citizens and how they can take this to primary school. In the second part, we will try together with the participants to determine what they think is important and how they themselves can pay attention to democracy in education.

Pieter Demeyer
Artevelde
University College
Belgium

Host: Susanne
Linhofer

15:00 -15:45 Uhr

15:00-
15:45

O.ZG.02

“Internationalisation” – a 21st-Century Buzzword in Education

Internationalisation has become one of the most important catchphrases of modern European education. What does this magic word cover? Is it a goal or a strategy? What kind of skills can be developed through internationalisation and how can individuals and groups benefit from it? The presentation discusses these questions and examines the relation between internationalisation and the “Four Cs”, i.e. creativity, critical thinking, communication

**Arianna
Kitzinger**
University of
Sopron Benedek
Elek Faculty of
Pedagogy
Hungary

Host: Agnes
Haidacher-Horn

and collaboration. It will also highlight the related “Fifth C”, i.e. culture with a capital ‘C’ and with a small ‘c’, and lead the audience to more complex phenomena like interculturalism and multiculturalism in education. Interdisciplinarity will be a key feature of the lecture as linguistic, social and psychological aspects of internationalisation will be highlighted beside the pedagogical facet. Beyond the theoretical frame it will show good practice examples from the field while introducing the form and content of internationalisation in two far ends of education: in the kindergarten and in teacher training. A multilingual-multicultural kindergarten will be observed and a running European educational project with the participation of four countries will be outlined. In addition, the presenter will also give an insight into her own surveys on internationalisation that are based on the interviews conducted with university students in Norway, Poland and Hungary. Keywords: internationalisation, ‘Culture’ vs. ‘culture’, intercultural intelligence, language educational benefits, exchange programmes.

15:00-
15:45

O.02.49

Erasmus+ und eTwinning als Gestaltungselemente von Schulqualität
Erasmus+ and eTwinning as important features of School Quality

Katrin Handler
OEAD Austria

Host: Marlene
Grabner

"Erasmus+ Schulbildung richtet sich an Kindergärten, Schulen sowie an alle Institutionen und Behörden, die im Schulbereich tätig sind und bietet die Möglichkeit, an Auslandsaufenthalten und Projektpartnerschaften teilzunehmen. eTwinning ist ein Online-Tool, das von über einer halben Million Pädagoginnen und Pädagogen in Europa genutzt wird um mit Partnerschulen an gemeinsamen Themen zu arbeiten. Mit den beiden Programmen konnten schon tausende Lehrkräfte und zehntausende Schüler/innen aus Österreich Erfahrungen in internationaler Zusammenarbeit sammeln. Darüber hinaus bringt der Austausch mit Kolleg/innen aus dem Ausland direkten Zugang zu innovativen und diversen Unterrichtsmethoden. Der Unterricht lässt sich besonders interessant gestalten, wenn man Schulklassen aus anderen Ländern aktiv miteinbezieht und durch neue Technologien ins Klassenzimmer holt. "

Erasmus+ School Education is aimed at kindergartens, schools and all institutions and authorities active in the school sector and offers the opportunity to take part in stays abroad and project partnerships. eTwinning is an online tool used by over half a million educators in Europe to work with partner schools on common themes. With these two programmes, thousands of teachers and tens of thousands of pupils from Austria have already been able to gain experience in international cooperation. In addition, the exchange with colleagues from abroad provides direct access to innovative and diverse teaching methods. Lessons can be particularly interesting if school classes from other countries are actively involved and brought into the classroom through new technologies.

15:00-
15:45

O.02.02

Contribution of fieldtrips to sustainability education

“Fieldtrips can encourage students to learn through sensory experiences and reflect on their consumption behaviour. The workshop discusses the contribution of fieldtrips to sustainability education. After a short presentation of fieldtrips in Graz, including a plastic waste disposal facility, an upcycling design atelier and a supermarket without packaging, participants have the opportunity to discuss their experiences with fieldtrips in the frame of sustainability education. The workshop asks how fieldtrips promote sustainability transition and do not lead to reproducing existing consumption behaviour and the existing neoliberal economic model. From critical movements’ perspective (e.g. degrowth), recycling and upcycling for example do not go far enough towards sustainable solutions, because recycling needs waste and upcycling ateliers create new consumption products. Nevertheless, fieldtrips can serve as eye-opener and promote reflexivity, where students can share experiences and knowledge to engage in a transition movement.”

Matthias Kowasch
PHSt Austria

Host: Johanna
Eichinger-Eisel-
Eiselsberg

15:00-
15:45

O.02.48

Posterpräsentationen/Posterpresentations

Projekt in der inklusiven politischen Bildung

Nach dem Konzept von G. Himmelmann (2004) über Politische Bildung (Citizenship Education) haben wir seit drei Jahren im Language Center der Kwansei-Gakuin-Universität unseren Sommerkurs insofern weiter entwickelt, dass die Teilnehmenden in Deutschland nicht nur im Kontext der Landeskunde Deutsch lernen, sondern auch im Zusammenhang der inklusiven politischen Bildung. Jedesmal haben die Teilnehmenden im Sommersemester einen Vorbereitungskurs besucht, in den Ferien am Sommerkurs in Deutschland teilgenommen und zugleich Feldarbeit gemacht wie im Shop für sich entwickelnde Länder, im Altersheim, in der Moschee, im buddhistischen Tempel. Und sie haben in Japanische Schulen hospitiert und mit den Studierenden für Modernes Japan an der HHU Düsseldorf im Tandem gelernt, die Nachkriegsgeschichte in Deutschland bei der Berlinreise erfahren sowie die größte japanische Gemeinde in Europa und ihre Entwicklungsgeschichte kennen gelernt. Es gibt Tagebücher, Berichte von Projektarbeiten etc. wodurch wir erfahren können, wie sie sich gefühlt haben und wie sie sich verhalten und gehandelt haben. Bei der Posterpräsentation versuche ich diesmal, zu zeigen, wie schwer und gerade deswegen es wichtig ist, dass man beim Fremdsprachenlernen politisch sensibilisiert wird.

Shinji Nakagawa
Kwansei Gakuin
University
Japan

Host: Börge-
Boeckmann

Inclusive political education project:

The importance of political awareness-raising in foreign language learning according to the concept of G. Himmelmann (2004) on Citizenship education.

Poster: Playful Learning in paedagogical education

I will present how my teaching practice in is influenced by:

- a national project called playful learning (sponsored by the LEGO foundation)

Marlene Lysemose
UC SYD

- education that focuses on innovation and development in education
- a local educational focus on educational laboratories


Denmark

You will see how it influences teaching in different ways. That is both during the lessons I teach and the projects I develop. For example lab weeks and lessons where drama, storytelling or other kinds of creativity are a big part of the content as a basis for collaboration and communication.

Host: Børge-Boeckmann

NOTES/NOTIZEN

Contact/Kontakt:

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