Life on Prometheus

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The basic facts about the partnership
Our Partnership

• Strategic school-to-school partnership (KA2)

• September 2014 to August 2016

• Five partners

• Two transnational meetings

• Three exchanges with teachers and students (11 – 15 years old)
The Schools in the Partnership
The Main Objective

Develop, test and implement transdisciplinary approaches to teach about complex and controversial issues.

Should people with robot prostheses be allowed to participate in the Olympics?

Should higher taxes be imposed on unhealthy foods, so-called Fat tax?

Should same-sex couples be allowed to apply for adoption?
What is PromethEUs?

Future-oriented sustainability questions at a structural level in a setting where the students should create a new society on a fictitious planet

www.lifeonprometheus.eu
Practitioner/researcher Cooperation

• **Independent projects** - The research project and the Erasmus+ partnership were formed independent of each other.

• **Aim of the research** – A vital aim of the research design was to improve teaching and learning practice.

• **The researcher's role** - The researcher not just “a researcher”, but also an expert participant in the partnership.

• **Shared responsibility** - Researchers and practicing teachers were seen as different but equally crucial actors for the research
The research part
Two basic types of educational research

Detailed design experiment

Fly on the wall

Work and research model:

Didactic modelling
Didactic modelling

- Examples of teaching models
- Set of controversial issues with comments
- Theoretical framework about the innovative teaching approaches
- Guidance during the partnership
- Focus groups

Method of analysis - Comparative didactics
With the help of comparative analysis things “taken for granted” in your own teaching context is made visible. This creates possibilities for critically reflections about these things.
Some findings
Didactical findings about what was taken for granted for the Swedish participants

<table>
<thead>
<tr>
<th>The Swedish way</th>
<th>The Croatian way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students search for information with their computer</td>
<td>The teacher present relevant facts</td>
</tr>
<tr>
<td>Group work</td>
<td>Whole class approach</td>
</tr>
<tr>
<td>Neutral</td>
<td>Sharing hers/his own opinion</td>
</tr>
<tr>
<td>Devil’s advocate (taking opposite opinions)</td>
<td>Stated commitment (teachers opinion on among others)</td>
</tr>
<tr>
<td>A little less</td>
<td>A little more</td>
</tr>
</tbody>
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Fact-finding procedure

Classroom organisation

Teachers own view

Teacher preparation regarding content outside the teacher’s subject

Devil’s advocate

Stated commitment

Teacher preparation regarding content outside the teacher’s subject

Role during discussions

A little less

A little more
The Swedish way – One examples of ”Why”?

Students search for information with their computer

I want the students to be active and learn to find relevant facts on their own.

Fact-finding procedure

Swedish national curriculum put emphasis on abilities to search for information about society from the media, the Internet and other sources.

Recent implementation of “a computer to each of the student” at school

Traditional focus on student activity and student participation during lessons
Findings about some structural teacher dilemmas

- **Curriculum-dilemmas** - European countries put different emphasis on this teaching in the national curriculums.

- **National test-dilemmas** – Teachers' incentives for this kind teaching is reduced if the national tests are mainly fact-based and high stake for students and teachers.

- **Political/religious-dilemmas** - Prevailing political forces in the country or to religious values in society could constraint the teachers in this form of teaching

- **Planning time-dilemmas** - Lack of joint planning time at school complicates develop an interdisciplinary teaching
Methodology findings

• **Effective division of labour** - Teachers didn’t have to “invent the wheel”! Teachers could focus on lesson planning since the research provided a scientifically based foundation for the teaching.

• **High quality** - The practitioner/researcher cooperation generated both high quality teaching as well as evaluation of the partnership.

• **Rich data** - The practitioner/researcher cooperation gave a rich and trustworthy empirical data for research.
Visions for the future of European collaboration

Erasmus+
Strategic school-to-school partnership
Thank you for your attention

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