Presentations

• Who are you (name, country, profession, organisation)
• What kind of pupil were you when you were 15?
• What were your relations to other young people & to adults/teachers?
• What were your life & work projects and how did you consider school towards that?
• What were your motivations to learn?
Teaching & learning: transmissive approach

One teacher

Decides topic, object, method

Individual students in one group (class)

Traditional evaluation
(external measuring of performances)
Constructivist approach

Teachers / Students in groups

Shared choice of topics, objects & methods

Investigating a question

Seeking solutions

Formulating answers to the group & towards society

On-going internal formative evaluation

Sommative evaluations on knowledge & skills
Educational goals

Disciplinary goals
- SCIENCE / KNOWLEDGE
  - Can be top-down & transmissive
  - Content-based

Interdisciplinay goals
- CITIZENSHIP / SKILLS & SYSTEMIC THINKING
  - Can only be bottom-up and constructivist
  - Process-based

Learning scientific notions
Changing representations of science from boring to exciting, from theoretic to practical, from abstract to concrete
Connecting notions with a big society challenge: global change
Understanding complexity
Developing the desire and capacity to learn by oneself, to understand the world, to act in the society
Co-education through school projects: which needs for the actors?

What are the respective roles of teachers & scientist? What are the main needs / expectations of teachers? What are the main needs / expectations of scientists?
Group 1: here

Marc Eyer
Volker Hammen
Joachim Dengg
Andrea Volbers
Monika Strömgren
Philippe Saugier
Group 2: downstairs piano

- Vibeke Birkmann
- Julie Jordan
- Max Hilhorst
- Jutta Neumann
- Annette Freibauer
- Antonio Raschi
- Phil Smith
Group 3 : downstairs fireplace

- Michael Schallies
- Marilyn Brodie
- Claudia Hillinger
- Rona Thompson
- Renée-Paule Blochet
- Jane Martin
- Kim Pilegaard
Peripherical needs
Central needs