



INTERNATIONALE AKADEMIE BERLIN

für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



Organisation der
Vereinten Nationen für
Bildung, Wissenschaft,
Kultur und Kommunikation



UNESCO-Projektschulen
Sachsen



Transboundary European World Heritage – a Topic of the UNESCO-Project Schools

Report on the Teacher Training at Theater O-TonArt (Kulmer Str. 32, 10783 Berlin) on 18 March 2019, from 10 a.m. to 6 p.m.

The objective of the training was to prepare teachers to support their pupils in the production of learning videos, which constitutes the first building block of the project.

Background

The full-day international teacher training on 18 March 2019 was the first implementation of the results of the project kick-off on 28 January 2019 in Dresden. The extensive debate among the participants in the kick-off about the goals, content, and implementation strategies of the project resulted in a number of questions, especially about learning videos to be created by pupils. The discussion revealed that teachers do not perceive learning videos as an ordinary component of instruction that can be used to transmit content. The team of project directors decided, therefore, to begin by familiarizing participants with this new form of teaching.

The training session was prepared as a supplement to the project by the Institute for Heritage Studies (IHS) and carried out by three experienced media educators. As a side benefit, the training promoted media know-how, which is currently in high demand as a component of the Digital Pact-Policy of the German educational system.

Target Group

Altogether eighteen teachers participated from the following UNESCO Project Schools in Germany, the Czech Republic, and Poland:

Poland: Liceum Ogólnokształcące im. Stefana Banacha, Żagań (PL); Liceum Ogólnokształcące Nr VIII, Wrocław (PL); Prywatne Akademickie Centrum Kształcenia, Kraków (PL);

Czech Republic: Pražské Humanitní Gymnázium, Prague (CZE); Gymnázium Palackého, Mladá Boleslav (CZE); Gymnázium Ivana Olbrachtů Semily (CZE);

Germany/Saxony: Richard von Schlieben Oberschule, Zittau (D); Johannes Kepler Gymnasium, Leipzig (D); Hufeland-Oberschule, Plauen (D).

Lars Junghans, coordinator of the UNESCO project schools in the Free State of Saxony, took on the responsibility for organizing and carrying out the event for the teachers from Saxony.

Objectives

The teacher training session, *Learning Videos created by and for Pupils at the Transnational European World Heritage Sites*, was intended to prepare teachers for their role in the project and, in particular, in supporting their students in making videos. To achieve that, the teachers needed input in terms of content and methods as well as strategies for supporting the students in practical implementation. The preparation was to enable teachers to instill enthusiasm for the project in their students and to motivate them to convey personal perspectives about the topic and about how they processed it through media. In terms of content, teachers should be qualified to integrate the project theme and its implementation into their regular school lessons.



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Implementation

The training consisted of four parts:

- 1) An introduction to UNESCO's peace-building mission, which is based on science, culture, and education, with reference to the results of the kick-off for these goals in the project (Prof. Marie-Theres Albert).
- 2) A presentation of the two transnational sites, Ore Mountain/Krušnohoří Mining Region and Prince Pückler and the Muskauer Park – Park Mużakowski/ Muskau Coal Crescent – Łuk Mużakowa with associated content, and especially, the relationship to Europe (Dr. Carola Muysers).
- 3) A presentation of current approaches in media-education, its strengths and weaknesses especially regarding learning videos as a new means of teaching (Jan Rooschütz from the youth and film organization, KIJUFI, of the Land Berlin).
- 4) The practical instructions/implementation of filming the first video sequences for learning videos based on the workshop themes (three KIJUFI media educators).

Notes on 1) At the start of her presentation, Prof. Albert shed light on UNESCO's educational mission, which is to contribute to building peace. She explained the most important goals and related them to human rights, giving examples. She then talked about UNESCO's concept of culture and how it was developed and disseminated by Claude Lévi-Strauss. Here she made a reference to the significance of culture in the process of shaping identity and pointed to the corresponding reasoning laid out in the World Heritage Convention. In conclusion she emphasized the potential of transnational World Heritage Sites and their role in shaping an emerging European identity.

Notes on 2) In a discussion with teachers, Dr. Carola Muysers directed her focus to the two concrete workshop topics already identified and defined by the teacher participants in the kick-off, namely the technological monuments of Ore Mountain/Krušnohoří Mining Region as places of common historical experiences and developments involving many cultural, social, national, and transnational groups of people. For the Muskauer Park/Park Mużakowski and the Muskau Coal Crescent sites, she presented the interpretation of the working group; that is, of Prince Pückler as a compassionate landscape artist, entrepreneur, and author with a great affinity to technology, travel, women, and park design.

The discussion served to draw out the main topics and the thematic orientation of the learning videos that the teachers will create as part of the training. In this context the teachers characterized Prince Pückler as a skilled international businessman, designer of nature and culture, challenger of his own destiny, and as a model designer of sustainable landscapes and, by extension, as somebody who shaped the future. They defined the technological monuments of the Ore Mountain Mining Region as resources for today and tomorrow; as suppliers for mobile radio technology (no mining, no iPhone); as departure points for landscape reforestation concepts; as places of various dialects connecting peoples; places of immigration and of many contemporary actors of European World Heritage.

Notes on 3) The media-educational focus of the event was represented by Jan Rooschütz from the children and youth film organization, KIJUFI, of the Land Berlin. He presented the pedagogical approach to media in learning and teaching processes and shed light on the use, dissemination, and effects of moving images in these processes. The learning video is the main medium that interconnects auditory, written, and visual approaches and that breaks down complex content to make it more comprehensible for pupils. In addition he pointed out that today's students obtain knowledge especially through YouTube videos. His thesis is that YouTube is a kind of Wikipedia for young people. Consequently his concern is to raise the quality of learning videos to a correspondingly high level. Jan Rooschütz's introduction to media education served to point out to the teachers the possibilities and potential of using moving image media and to enable them to decisively support their students in the upcoming project workshops and the production of learning videos.



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Notes on 4) After a short lunch break the next part of the event began with practical video filming in working groups of five to nine participants and under the direction of three media educators. First, the following topics were presented: building blocks for learning videos, the five-shot rule, interview rules, copyright, and the

Creative Commons. In four working groups the teachers worked with these formats: the making of an animation, the five-shot rule, the interview format, and the use of archival material. Through this focus of the event, the teachers gained insight into the technology of the learning video, as it is also taught to the pupils in the workshops at the transnational European World Heritage Sites.

The event was carried out in English with individual translations.

Results and Perspectives:

The workshop achieved the following results:

The teachers refreshed their knowledge about the World Heritage Convention and, at the same time, were able to relate the convention to the transnational European World Heritage Sites: Ore Mountain/Krušnohoří Mining Region and Muskauer Park – Park Mużakowski/ along with the Muskau Coal Crescent – Łuk Mużakowa.

The teachers became aware of the focus of the project on Europe and the respective World Heritage Sites. In other words, they broadened their understanding of Europe as a historically evolved union of nations, putting into context their view that cooperation in international working groups was already "European". The reference to the person of Prince Pückler and to the engineering monuments in the Ore Mountain mining region expanded their complex understanding of Europe, its history, present and future and motivated them to support their pupils in the upcoming workshops.

The technological know-how that the participating teachers gained in the training session opens up new perspectives in teaching and learning, which they can also use outside of the project. By means of the learning videos that the pupils will create in the coming workshops, the project will also have a long-lasting visibility.

The teacher training in the area of transnational European World Heritage and the making of learning videos not only networked, mobilized and further qualified the international teaching staff of the UNESCO project schools, the experience gained there also made it possible to concisely plan the formats of the overall project.