



ABSTRACTS

HOW TO MAKE NATURAL SCIENCE CONTENTS ACCESSIBLE FOR ALL – FINDINGS FROM THE “CHEMIE ALL-INCLUSIVE” PROJECT

Dr. Katja Weirauch, Department of Chemistry Teaching, JMU

The challenges of the 21st century cannot be answered without the help of the natural sciences. Therefore, all citizens must be “scientifically literate”, regardless of their interests or talents. The Disability Rights Convention gives all children and young people the fundamental right to attend all types of school. Yet most school systems around the world are still exclusive. How can inclusive science education nevertheless be realized – organizationally and methodologically? The lecture presents the teaching and research project “Chemie all-inclusive” and discusses selected results and concrete examples.

GERMAN-CZECH RELATIONS: SIMILARITIES AND DIFFERENCES BETWEEN TWO NEIGHBORING COUNTRIES AND THEIR POTENTIAL

PhDr. Petra Besedova, Iwi Hagenau, Martina Hoffmannová, Department of German Language and Literature, University of Hradec Králové (Czech Republic)

Is the Czech Republic Germany's invisible neighbor? What is known about the EU member state with which Germany shares a border of 810 km and thus the longest to any bordering country? Can the common cultural and economic area, based on common history, be made visible? And what is the point of making it visible at all? If we have so much in common, which exciting things can we learn from each other? We would like to discuss and reflect on these and other questions with the audience during an interactive lecture!

TRANSLANGUAGING AND CODESWITCHING IN A MULTICULTURAL CLASSROOM: EXPERIENCES OF UNIVERSITY OF NAMIBIA LECTURERS

Dr. Kashinaua Faustina Neshila, Ivy Heyman-van Wyk, Department of Intermediate and Vocational Education, University of Namibia

Codeswitching and translanguaging are common pedagogical phenomena in a multilingual classroom. Codeswitching is when variation occurs between two codes (languages) between people who share those particular codes. How and how frequently this happens depends on social and linguistic factors. With English as the medium of instruction, in the Namibian context this has distinctive attributes in teaching and learning. This talk focuses on the experiences of academics in multilingual tertiary classrooms, particularly from the point of view of using alternative means to convey meaning in teaching science and Namibian language.

EDUCATION & MULTICULTURALISM: THE SRI LANKA CASE

Dr. Prabhath Ekanayake, Prof. Walter Senevirathne, Faculty of Arts/ Department of Education, University of Peradeniya (Sri Lanka)

After the merciless experiences from thirty years of civil war, Sri Lankan policy makers are now promoting multicultural practices and especially emphasize the need to reform the school curriculum. Implementing multiculturalism in school education is indeed a promising way towards creating social cohesion among the deferent ethnic communities in the country. Within the discourse about educational reforms and strategies, the educational policy makers focus on four million children who are enrolled in state schools. This target group is easily accessible through the national curriculum which is almost binding for them. However, even if the suggested reforms are very well documented, there are number of practical problems. This presentation will explain the background of the ethnic conflict in Sri Lanka and its implications and set out possible solutions with a special focus on curriculum development and pedagogical approaches.

GROUP ACTIVITY: SRI LANKAN TRADITIONAL FOLK GAMES

Sri Lankan people are generally engaged in traditional games and sports during their leisure time. The Sri Lankan school curriculum recommends these games (indoor and outdoor) for all age groups. Today, however, they are fading away and many of the younger generation only know them by name. What we will present here are some interesting and lesser-known facts about traditional games by actively practising them.

FOSTERING INTER- AND TRANSCULTURAL COMPETENCIES IN SOCIAL VIRTUAL REALITY

Prof. Dr. Maria Eisenmann, Jeanine Steinbock, Chair for English as a Foreign Language Teaching, JMU
Rebecca Hein, Chair for Psychology of Intelligent Interactive, JMU

In the context of the collaborative research project “CoTeach - Connected Teacher Education”, the potential of Social Virtual Reality (SVR) for inter- and transcultural learning in modern English teaching is being explored. This workshop aims to give a theoretical insight into key concepts of inter- and transcultural learning in secondary education in Germany as well as to discuss the potential of SVR for cultural learning. We will specifically focus on the development of empathy and the ability to change perspectives using virtual peers and the InteractionSuitcase, a collection of virtual objects specifically designed for this project. In a practical approach, participants are invited to try out the virtual environment “ViLeArn” that is being used in this research project and to interact with virtual peers and virtual objects.

PEACE EDUCATION AND MONTESSORI CLASSROOM MANAGEMENT

Prof. Dr. Valeria Rossini, Department of Education, Psychology, Communication, University of Bari (Italy)

From a sociocultural perspective, the goal of classroom management is the development of an effective learning community where pupils learn to be active citizens. Based on the studies of Everson and Weinstein (2006, p. 4) who defined classroom management as “the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning”, the presentation conveys how Montessori classroom management can promote peaceful learning environments, inside and outside the school. The key idea is that a clear and calm atmosphere helps to create a community based on altruism and self-love at the same time, where everyone learns to be free and respectful of the rights of the others (Pironi, 2010).