

# Geographies of Childhood in Teacher Education

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University of Education

## PROGRAM

### Monday, 08. July 2024 (Room 1.222)

|         |  |
|---------|--|
| 8:30    | Arrival  |
| 9:00    | Welcome  |
| 10:00   | Impulse and walk in the Favoritepark   |
| 12:00   | Lunch Break: Brown Bag Session   |
| 13:15   | <b>Adriana Medina (UNCC): Community Engagement and Teacher Education: A Win-Win Combination</b>                          |
| 14:00   | <b>Maria Dmitrieva (LUE student): Educational partnership in a kindergarten</b>  |
| 14:45   | <b>Daniel Andronache &amp; Mirona Stanescu (UBB): Education through theatre: a way to develop diversity competences.</b> |
| 15:30   | <b>Gökçen Tamer-Uzun (LUE): Islamic religious education - from „backyard mosques“ to schools</b>                         |
| 16:30   | Rotating table (optional)  |
| Evening | Dinner (optional for those who like, LB city)  |

### Tuesday, 09. July 2024 (Room 1.339)

|       |  |
|-------|--|
| 9:00  | Welcome  |
| 9:15  | <b>Nombuso Dlamini (YU): Responsible social justice in youth participation: A discussion</b> |
| 10:00 | <b>Petter Øyan (OsloMet): Community engagement through student project work.</b>             |



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|                   |  |
|-------------------|--|
| 11:30             | Lunch Break  |
| 12:00             | Getting to know Ludwigsburg: Community Rallye                                  |
| 15:00<br>(around) | Round Table (Ludwigsburg ideas)  |
| Evening           | Optional: Getting to know Stuttgart, Public viewing, Königsstraße, Feuersee... |

## Wednesday, 10. July 2024 (Room 1.339)

|         |  |
|---------|--|
| 9:00    | Welcome  |
| 9:15    | Learning Festival Kick-off   |
| 10:00   | LF   |
| 12:00   | Lunch Break  |
| 12:45   | Reflection on moments of the Learning Festival   |
| 14:00   | <b>Angela Fackler (LUE student): When I was little I wanted to be... - an interview between children and working adults</b>      |
| 14:30   | <b>Alexander Klauda (LUE student): Boardgames – a way to bring people together?</b>  |
| 15:15   | <b>Stefan Jeuk (LUE): Bringing university to town. Or: How to bring kids to university? How to bring the university to kids?</b> |
| 16:30   | Strategic Meeting GCTE: current status and project participation   |
| Evening | LUE Campus: Slam, Music...   |



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## Thursday, 11. July 2024

10:00 CE - Hands on  
Meeting Point: LUE Campus, on top of the stairs

12:00 Lunch Break

13:00 **Susanne Leitner (LUE): Beyond Individualization. Integrating Global  
Room Perspectives in Inclusive Education  
1.330**

14:00 **Leonie Rathgeb & Kerstin Merz-Atalik (LUE): The EU-Project GovInEd  
Room Governance Inclusive Education (Austria, Spain, Italy and Germany):  
1.317 Participation of Actor-Networks and Communities in the Inclusive Education  
Reforms.**

14:45 **Leona Häußermann (LUE student): Refugee children: What is their perspective  
Room on the places and spaces they grow up in?  
1.317**

15:30 Student presentation (Reflection on the week)  
Room  
1.319

16:30 Wrap up and Outlook an GCTE  
Room  
1.319

18:00 Ludwigsburg dances (City center)

19:00 Joint Dinner



# Geographies of Childhood in Teacher Education



## Abstracts of the experts' contributions

Monday, 08.07.2024

|  |   |
|--|---|
| <p>Adriana Medina<br/>(UNCC)</p>                             | <p><b>Community Engagement and Teacher Education: A Win-Win Combination</b></p> <p>This presentation will offer four studies related to the value of infusing community engagement in teacher education to enhance both the community and classroom learning. The first study will illustrate the need for community engagement in teacher education. The second and third studies will offer the benefits to both the students and the community members and organization when offering a university class in the community. The fourth study will offer the value of integrating the campus community's sustainability efforts as part of an applied learning experience.</p> |
| <p>Maria Dmitrieva<br/>(LUE student)</p>                     | <p><b>Educational partnership in a kindergarten.</b></p> <p>The presentation centers on insights from a qualitative interview with a kindergarten manager. It covers their motivations for leading an early childhood education and care (ECEC) team, strategies for collaborating with parents and children, and examples of classroom inclusivity and anti-bias techniques based on the interview data.</p>   |
| <p>Daniel Andronache<br/>&amp; Mirona Stanescu<br/>(UBB)</p> | <p><b>Education through theatre: a way to develop diversity competences.</b></p> <p>Diversity competence involves the reduction of disadvantages, empowering individuals, and facilitating their participation in social life through a pro-active approach to diversity and differences between people. Education through theatre, with its methods, could emphasize this competence promoting empathy, understanding, and effective communication across differences.</p>   |
| <p>Gökçen Tamer-Uzun<br/>(LUE)</p>                           | <p><b>Islamic religious education - from „backyard mosques“ to schools</b></p>  |

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This presentation provides an insight into the origins of the backyard mosques, its reasons and the establishment of Islamic religious education in public schools.

**Tuesday, 09.07.2024**

Nombuso Dlamini  
(YU)

## **Responsible social justice in youth participation: A discussion.**

Young Black people are disproportionately impacted by socioeconomic challenges around the world and are also underrepresented at all levels of civic participation despite the rich history of youth activism in many racialized communities. The surge in calls for racial justice following the death of George Floyd in 2020 highlighted a significant dearth in capacity among young Black activists, many of whom drew from local networks to mobilize knowledge repositories to influence social change. In this discussion, we will look at the voices of young people and their perspectives on what they termed, responsible social justice in their activism.

The discussion will use photos and prompts to open discussion about the meaning of responsibility in social justice activism.

Petter Øyan  
(OsloMet)

## **Community engagement through student project work.**

This project will examine the potential advantages of offering students real-world projects in collaboration with external partners, to enhance the learning experience for students and the value creation for external partners. I have looked at the student projects we have been offering in the Entrepreneurship and Innovation courses over the last 8 years, and recognise that community engagement in different forms, is a recurring theme in many of them. In my courses for teacher students and art and design students, the students have worked in cross-disciplinary teams on a wide range of creative projects, those carried out in cooperation with the Holmlia project will be presented more in detail as samples.

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Wednesday, 10.07.2024

Angela Fackler (LUE student)

## **“When I was little I wanted to be... - an interview between children and working adults”**

Young children are our future workers, yet it seems they know nothing about specific job profiles. In my project I tried to show them this “adult world” by interviewing their dream jobs asking their most asked questions.

Alexander Klauda (LUE student)

## **Boardgames – a way to bring people together?**

The project goal was to bring more people into the boardgame community and to grow the community that way. We will look at what the ideas are behind the project, how the project worked out and take a step back and look at the communities that are part of the same community with their own niche.

Stefan Jeuk (LUE)

## **Bringing university to town. Or: How to bring kids to university? How to bring the university to kids?**

LUE is situated in the Eglosheim district. In this area a lot of families are in a difficult social situation. There are some ideas to bring kids from Eglosheim to the University or to bring students in the neighbourhood, however these attempts are not very successful so far. Another programme, where students from LUE teach German as a second language (small groups) at schools, is quite successful since years.

In this presentation opportunities and risks of “bringing university to town” are discussed.

Thursday, 11.07.2024

Susanne Leitner (LUE)

## **Beyond Individualization. Integrating Global Perspectives in Inclusive Education**

Global social and cognitive injustice, along with discrimination, permeate the classroom and contribute to students' experiences

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of distress. Therefore, when striving for inclusion, teachers must take global power structures into account. The concepts of Critical Diversity Literacy and Critical Global Citizenship offer valuable frameworks for enhancing the professionalization of inclusive education.

Leonie Rathgeb &  
Kerstin Merz-Atalik  
(LUE)

## **The EU-Project GovInEd Governance Inclusive Education (Austria, Spain, Italy and Germany): Participation of Actor-Networks and Communities in the Inclusive Education Reforms.**

During the EU Project GovInEd (2022-2024) the consortium of researchers and school administration officers is trying to collect and discuss issues and transformation strategies to develop a more inclusive education system. Based on governance-theoretical basics and dimensions, the goal is to develop an OER and a Chatbot to share professional knowledge on transformation processes and -concepts. ([www.govined.eu](http://www.govined.eu))

Leona Häußermann  
(LUE student)

## **Refugee children: What is their perspective on the places and spaces they grow up in?**

This presentation aims to introduce a selection of spaces or environments in which refugee children typically grow up. It will particularly focus on how these spaces are perceived by the children themselves. Additionally, we will take a more detailed look on how to interact with children with refugee experience in educational contexts, taking into account their perspectives on the environments in which they grow up.