Transcript
Special: New educational approaches – with the toolbox "Making sense of the future"

00:00:15 [Intro] Welcome to a special edition of Exploring Digital Spheres.

00:00:18 [Intro] Today we dive into the world of Open Educational Resources,

00:00:22 [Intro] the so-called OER, and take a look at the Making Sense of the Future Toolbox.

00:00:27 [Intro] This was organised jointly by the Federal Agency for Civic Education and the

00:00:31 [Intro] Alexander von Humboldt Institute for Internet and Society developed.

00:00:34 [Intro] The aim is to promote transdisciplinary, multi-perspective and creative thinking.

00:00:40 [Intro] It contains various practical exercises in which methods of futurology,

00:00:45 [Intro] of so-called future literacy, linked to topics of digitalisation

00:00:49 [Intro] and their impact on our society.

00:00:52 [Intro] My name is Alexander Triebsees and I spoke about this topic with Katharina

00:00:56 [Intro] Mosene and Hanna-Sophie Bollmann.

00:00:59 [Intro] Katharina is a political scientist at the Leibniz Institute for Media Research

00:01:03 [Intro] Hans Bredow Institute and research assistant at the Alexander von Humboldt Institute

00:01:08 [Intro] for Internet and Society, the HIIG.

00:01:11 [Intro] Hannah is a Teaching Fellow at the Otto Hahn School in Berlin-Neukölln and former

00:01:16 [Intro] Employee of the Ethics of Digitalisation project, also at HIIG.

00:01:20 [Intro] In the next few minutes we talk about personal experiences, among other things

00:01:24 [Intro] in the application of OERs in educational practice and in particular also about

00:01:28 [Intro] the successful use of the toolbox in the classroom.

00:01:31 [Intro] I asked the two of them how teachers and pupils reacted to the use of

00:01:34 [Intro] of OERs in comparison to traditional teaching materials.

00:01:38 [Intro] What changes in lesson organisation does this entail and which ones?

00:01:42 [Intro] What opportunities does this offer?

00:01:43 [Intro] Last but not least, we take a look into the future and discuss developments

00:01:47 [Intro] and trends in Open Educational Resources. How can all sides benefit in the end

00:01:51 [Intro] Benefit? On that note, have fun.

00:01:56 [Alexander] Hello Katharina, hello Hanna. Nice to have you here.

00:01:59 [Katharina] Hi Alex, we look forward to hearing from you.

00:02:01 [Hanna-Sophie] Yes, hello.

00:02:02 [Alexander] We're sitting here and now we want to talk about your experiences, about the conception

00:02:06 [Alexander] and how to use the toolbox.

00:02:08 [Alexander] What concrete advantages would you say these Open Educational Resources offer?

00:02:15 [Alexander] OER, in general and specifically in education?

00:02:20 [Katharina] Well, first of all, you have to say that Open Educational Resources have been around for a long time.

00:02:24 [Katharina] many years ago as a promising teaching and learning tool.

00:02:30 [Katharina] And it has to be said that the whole thing is not entirely without preconditions.

00:02:35 [Katharina] is. On the contrary, OER, both the creation of open educational resources and

00:02:40 [Katharina] The use is also quite demanding.

00:02:43 [Katharina] It takes a certain set of skills to find such resources online,

00:02:49 [Katharina] also to use them, to put them on a good footing methodically and then to take them into the classroom.

00:02:54 [Katharina] And that's why there's a bit of an idea of toolboxes like this,

00:02:58 [Katharina] like we have here, actually accompanied.

00:03:03 [Katharina] As many teachers as possible in very different educational settings

00:03:08 [Katharina] To give people the opportunity to try out the topic.

00:03:11 [Katharina] That's basically the idea that with a lot of support and a good

00:03:17 [Katharina] Guide starts with topics that you may not be so familiar with,

00:03:23 [Katharina] But also in methods and approaches, didactic approaches,

00:03:27 [Katharina] that you don't normally choose every day.

00:03:30 [Katharina] And in that respect I think that's both the topic,

00:03:34 [Katharina] that just covered here with future-oriented digitalisation in the broadest sense

00:03:39 [Katharina] is incredibly exciting, because it's actually for all generations,

00:03:43 [Katharina] is relevant to all learners in all areas.

00:03:47 [Katharina] The methods are very innovative

00:03:49 [Katharina] From my point of view, it creates a completely new approach to the topic,

00:03:52 [Katharina] but also the principle of making teaching and learning materials accessible

00:03:57 [Katharina] focussing on openness and making it as relatively barrier-free as possible,

00:04:03 [Katharina] At least that's how I see it, worked up within this toolbox,

00:04:06 [Katharina] Also teachers, for example,

00:04:08 [Katharina] who have never worked with OER before.

00:04:12 [Alexander] You, Hanna, already had practical experience with the toolbox.

00:04:16 [Alexander] How would you say they can be effectively integrated into everyday teaching?

00:04:20 [Alexander] How do teachers or can teachers and educational institutions deal with this?

00:04:24 [Hanna-Sophie] I believe that the toolbox fulfils a need that arises from this

00:04:32 [Hanna-Sophie] Contrast, firstly, the education system itself is super cumbersome, rigid and inflexible.

00:04:37 [Hanna-Sophie] And secondly, the topics that students are interested in,

00:04:42 [Hanna-Sophie] that are relevant to them, the competences they need to develop,

00:04:45 [Hanna-Sophie] incredibly fast and constantly evolving,

00:04:48 [Hanna-Sophie] and then of course you can demand that we need a new school system,

00:04:51 [Hanna-Sophie] the future competence in itself

00:04:53 [Hanna-Sophie] systemically mediated or how Thuringia did it, for example,

00:04:57 [Hanna-Sophie] We need a new school subject for media literacy, but that would require

00:05:00 [Hanna-Sophie] teachers again and this sluggishness just doesn't go away in a

00:05:04 [Hanna-Sophie] Public education system And the toolbox is working on it,

00:05:08 [Hanna-Sophie] the freedom that exists at school age, namely

something like substitute lessons

00:05:13 [Hanna-Sophie] or class leader lessons or project days.

00:05:16 [Hanna-Sophie] To be able to use it to teach future thinking, i.e. future skills,

00:05:21 [Hanna-Sophie] by doing a bit of a swap classroom principle.

00:05:25 [Hanna-Sophie] So the pupils don't sit in front of you and have to listen to a teacher,

00:05:29 [Hanna-Sophie] who imparts knowledge in this classic teacher-student division,

00:05:34 [Hanna-Sophie] but they need to sharpen their judgement in the face of an uncertain future.

00:05:41 [Hanna-Sophie] So we're deliberately talking about the future in the plural in this toolbox,

00:05:45 [Hanna-Sophie] because the future is uncertain. Futures are also individual

00:05:49 [Hanna-Sophie] different and that means that in principle the teacher does not have more knowledge than that.

00:05:53 [Hanna-Sophie] has as the student.

00:05:55 [Hanna-Sophie] But ideally she has been given materials by us,

00:06:00 [Hanna-Sophie] which, as Katharina also said, she can use at a low threshold,

00:06:03 [Hanna-Sophie] on the topic of future skills in the free spaces that arise within everyday education,

00:06:08 [Hanna-Sophie] to be able to approach this topic and not wait for the big revolution to happen.

00:06:13 [Hanna-Sophie] comes from a school with a future.

00:06:15 [Hanna-Sophie] And that's where this toolbox comes in. It may not be the big revolution, but it's practical.

00:06:19 [Hanna-Sophie] And only what is practical and low-threshold for teachers to use,

00:06:23 [Hanna-Sophie] also finds his way into everyday teaching at the

end.

00:06:28 [Alexander] We were just talking about the fact that you are already actively using the toolbox in the classroom.

00:06:32 [Alexander]. What do the children think? How do they deal with it?

00:06:37 [Hanna-Sophie] Yes, I think that the young people, I teach young people,

00:06:41 [Hanna-Sophie] ninth, tenth grade, always happy when classical methods,

00:06:47 [Hanna-Sophie] that you know, namely you somehow get a text and are supposed to work something out

00:06:50 [Hanna-Sophie] and then write your own opinion.

00:06:53 [Hanna-Sophie] And then you have to get in touch and phrase it like this if possible,

00:06:56 [Hanna-Sophie] that 30 children in a classroom manage to impress a teacher.

00:07:02 [Hanna-Sophie] Whenever you turn away from it, they're actually very positive.

00:07:06 [Hanna-Sophie] And if you also attribute a certain competence to them, i.e. future competences

00:07:12 [Hanna-Sophie] are actually competences of youth per se.

00:07:14 [Hanna-Sophie] We also see that in movements like Fridays for Future or this,

00:07:20 [Hanna-Sophie] How digitally savvy many young people are.

00:07:22 [Hanna-Sophie] And they are actually happy when exactly their topics, namely future topics,

00:07:26 [Hanna-Sophie] also find a place in everyday school life.

00:07:28 [Hanna-Sophie] My personal experience with the OERs is that they make it.

00:07:34 [Hanna-Sophie] On the one hand, to allow a relative openness to topics.

00:07:39 [Hanna-Sophie] That means when teachers who teach geography,

for example,

00:07:44 [Hanna-Sophie] can of course perhaps go quite well in the area of climate change and the

00:07:48 [Hanna-Sophie] in her lessons like this.

00:07:51 [Hanna-Sophie] Teachers who perhaps come from the field of computer science,

00:07:54 [Hanna-Sophie] can really get to grips with the topic of digitalisation.

00:07:57 [Hanna-Sophie] Teachers who teach political education or history,

00:08:01 [Hanna-Sophie] can perhaps deal with the complex of populism or fake news or something.

00:08:07 [Hanna-Sophie] All these areas are addressed because the toolbox is something like megatrends.

00:08:11 [Hanna-Sophie] covers something like climate change.

00:08:14 [Hanna-Sophie] The toolbox covers something like media competence in the broadest sense.

00:08:20 [Hanna-Sophie] One of the exercises is about newspaper articles from the future. So I have

00:08:26 [Hanna-Sophie] also really practically with the pupils.

00:08:28 [Hanna-Sophie] I said, guys, we're in the year 2040 now and we're starting a newspaper editorial office.

00:08:32 [Hanna-Sophie] Your task now is to select newspaper articles from a wide variety of departments.

00:08:37 [Hanna-Sophie] of the future, from the year 2040.

00:08:39 [Hanna-Sophie] In that case, I also worked methodically with school AI.

00:08:44 [Hanna-Sophie] That's just a large language model, which in principle doesn't work any differently

00:08:49 [Hanna-Sophie] as a chat GPT, but is GDPR-compliant, so can be used in schools.

00:08:55 [Hanna-Sophie] And above all, teachers have the opportunity to

give their students licences

00:08:59 [Hanna-Sophie] for a certain period of time in which they can then work on a certain task.

00:09:03 [Hanna-Sophie] And especially for pupils who might have difficulties with it,

00:09:07 [Hanna-Sophie] within something like a class management lesson or a substitution lesson

00:09:10 [Hanna-Sophie] Writing a complete newspaper article is great, of course,

00:09:13 [Hanna-Sophie] then to work with something like school AI and you achieve this double effect

00:09:16 [Hanna-Sophie] of showing pupils how easy it actually is,

00:09:20 [Hanna-Sophie] to think up some article and put it on the internet in nice language

00:09:26 [Hanna-Sophie] and how much does that correspond to reality?

00:09:29 [Hanna-Sophie] So I think it's actually quite nice that you somehow create this duality

00:09:34 [Hanna-Sophie] of talking about the future and talking about future issues and at the same time

00:09:39 [Hanna-Sophie] the relativity of what is actually truth, what is my future,

00:09:43 [Hanna-Sophie] How quickly can I fake a newspaper article like this in principle?

00:09:47 [Hanna-Sophie] that all this also sharpens judgement.

00:09:50 [Hanna-Sophie] And judgement, I would say personally, is actually the biggest thing.

00:09:54 [Hanna-Sophie] Future skills that we need to teach.

00:09:56 [Hanna-Sophie] We no longer have to impart knowledge in the traditional way, in the face of a digital

00:10:01 [Hanna-Sophie] Age and Large Language Models like ChatGPT, but we have to make it work,

00:10:05 [Hanna-Sophie] to train pupils' judgement.

00:10:08 [Hanna-Sophie] And I think this toolbox does that very well.

00:10:12 [Hanna-Sophie] And I think the pupils also realise that when they learn something,

00:10:15 [Hanna-Sophie] what really helps them.

00:10:16 [Hanna-Sophie] I think with the success stories I can still get a little bit out of the

00:10:19 [Hanna-Sophie] Chatting about my cool kids now.

00:10:23 [Katharina] In addition to what Hanna said so valuable and important and impressive,

00:10:28 [Katharina] I think the description is very clear,

00:10:31 [Katharina] that we train exactly that with the help of such toolboxes, workday boxes,

00:10:37 [Katharina] what actually judgement, you called it, but what is so common also

00:10:42 [Katharina] is negotiated under digital or media skills.

00:10:46 [Katharina] I actually prefer this term of digital literacy because I think,

00:10:50 [Katharina] what adolescents, in the broadest sense, and what adults, too, continually

00:10:56 [Katharina], digital literacy is exactly the way it is meant to be.

00:11:00 [Katharina] So it's literally the ability to do it, as we understand literacy otherwise,

00:11:09 [Katharina] namely to write and read.

00:11:12 [Katharina] So the basic skills, digital tools, digital media,

00:11:16 [Katharina] to use the internet.

00:11:18 [Katharina] When you talk about the Kultusministerkonferenz and so on and all the

00:11:22 [Katharina] big players who somehow characterise the field, then quite often people still talk about

00:11:27 [Katharina] these classic 4K competences spoken.

00:11:29 [Katharina] And from my point of view, these are also basically fundamental within

00:11:34 [Katharina] of this toolbox than they point back to that very precisely,

00:11:39 [Katharina] what Hannah described, namely,

00:11:40 [Katharina] that learners come together cooperatively,

00:11:44 [Katharina] that they solve tasks cooperatively, that they solve tasks creatively,

00:11:49 [Katharina] that they work communicatively.

00:11:53 [Katharina] Learning to deal with each other and that they always have critical thinking with them.

00:11:58 [Katharina] And in this respect, I would very much support the idea that these are the essential competences.

00:12:05 [Katharina] are, which we are sure of in different ways in all subjects.

00:12:08 [Katharina] who are more at home in some subjects than in others.

00:12:12 [Katharina] But I believe that it's actually fundamental to participate in society.

00:12:18 [Katharina] To participate in life in order to find a place on the labour market afterwards.

00:12:21 [Katharina] Because, as Hanna rightly said, society is changing,

00:12:26 [Katharina] That's a stupid truism.

00:12:28 [Katharina] But what we need and what is always demanded are these factors of

00:12:33 [Katharina] Cooperation and agility.

00:12:34 [Katharina] And these are competences that are created within OERs,

00:12:40 [Katharina] which are also created within the methods that are often used in the context of Open

00:12:44 [Katharina] Educational content can be used.

00:12:48 [Katharina] And in this respect, it very much depends on this factor

of future skills.

00:12:51 [Katharina] or future competences.

00:12:53 [Hanna-Sophie] Yes, I think that especially OERs for school are so well done,

00:13:00 [Hanna-Sophie] because if they are published under a Creative Commons Licence, as in our case

00:13:04 [Hanna-Sophie] that can be used by teachers.

00:13:07 [Hanna-Sophie] Teachers are allowed to use this toolbox, this presentation, we have didacticised

00:13:11 [Hanna-Sophie] Material also put online,

00:13:13 [Hanna-Sophie] directly a PowerPoint presentation that teachers can use directly in their lessons.

00:13:16 [Hanna-Sophie] can use and change and that is so important because teachers have

00:13:20 [Hanna-Sophie] a connection to their students, they know their students, they know,

00:13:23 [Hanna-Sophie] in what language do I speak to them, what kind of work orders come in

00:13:27 [Hanna-Sophie] well and that's how you manage it,

00:13:30 [Hanna-Sophie] I think that flexibility that's inherent in OEAs,

00:13:35 [Hanna-Sophie] because they can be changed, for example in our case, they can also be used somehow…

00:13:42 [Hanna-Sophie] To be transferred to the content level of that. And there is no prescribed

00:13:47 [Hanna-Sophie] correct answer for these OEAs.

00:13:49 [Hanna-Sophie] Questions the students have to ask themselves is how well do you feel

00:13:53 [Hanna-Sophie] Prepared for the future, for the year 2040?

00:13:56 [Hanna-Sophie] Do you see the world optimistically or pessimistically? And how optimistic

00:14:00 [Hanna-Sophie] you your own future?

00:14:01 [Hanna-Sophie] And I think we don't talk about it enough with pupils,

00:14:06 [Hanna-Sophie] that clearly, the future is uncertain and that there is this uncertainty,

00:14:10 [Hanna-Sophie] because at school you're used to the system of, there's a proper

00:14:14 [Hanna-Sophie] Answer, either you give them or you don't.

00:14:16 [Hanna-Sophie] But there is no single answer to what the future will be like.

00:14:21 [Hanna-Sophie] And I think it's important to consciously address this uncertainty and say,

00:14:24 [Hanna-Sophie] It's okay to speculate and guess what the future might look like,

00:14:29 [Hanna-Sophie] I don't know, but how can I prepare for it,

00:14:32 [Hanna-Sophie] that I will probably have to react to this with agile methods,

00:14:38 [Hanna-Sophie] that the world is changing fast.

00:14:39 [Hanna-Sophie] And I believe that the Sinus Institute is currently surveying young people.

00:14:45 [Hanna-Sophie] that again and again for several years now, optimism about the future as a question, because we can see that,

00:14:51 [Hanna-Sophie] Fridays for Future is now this striking example, but also in other areas.

00:14:54 [Hanna-Sophie] Topics on social media, those who are now around 14 to 17 years old,

00:14:59 [Hanna-Sophie] Optimism about the future is steadily declining.

00:15:02 [Hanna-Sophie] And especially in terms of optimism about the future, which is not just society

00:15:07 [Hanna-Sophie] in Germany, but the future of the world.

00:15:11 [Hanna-Sophie] So I think, Sinus study from last year, it's 33 per cent

00:15:16 [Hanna-Sophie] of 14 to 17-year-olds who are positive about the future of the world.

00:15:21 [Hanna-Sophie] Terrible. This is the generation of our future and they're pessimistic about the future.

00:15:28 [Hanna-Sophie] And I think you have to react to that. And I think that's also the

00:15:32 [Hanna-Sophie] It's the school's job to respond.

00:15:35 [Hanna-Sophie] Not only because it's about our economy and future competences and our

00:15:40 [Hanna-Sophie] Preparing pupils as well as possible for the world of work,

00:15:43 [Hanna-Sophie] As Katharina has just described correctly.

00:15:45 [Hanna-Sophie] Of course we bear responsibility for this as teachers.

00:15:48 [Hanna-Sophie] But I think, on the other hand, it also has a lot to do with mental health and health.

00:15:53 [Hanna-Sophie] To address the worries that the pupils have anyway and

00:15:58 [Hanna-Sophie] to teach them how to

00:16:00 [Hanna-Sophie] dealing with uncertainty and a rapidly changing world.

00:16:04 [Hanna-Sophie] And I think, yes, that's probably one of the biggest things this toolbox does,

00:16:09 [Hanna-Sophie] somehow allowing multiple answers, dealing with uncertainties.

00:16:16 [Alexander] Wow, that sounds like a lot, a lot of perspective,

00:16:18 [Alexander] after a lot of potential as well.

00:16:22 [Alexander] When you capitalise like that, do you have specific anecdotes? You meant earlier,

00:16:26 [Alexander] You would have experienced exciting stories with your students.

00:16:29 [Alexander] Would you like to share some of it?

00:16:31 [Hanna-Sophie] So I think it's definitely important to emphasise that I'm not a

00:16:35 [Hanna-Sophie] I'm a teacher who studied to be a teacher.

00:16:37 [Hanna-Sophie] I don't have to stick to teaching pairs because I work for Teach First at a school.

00:16:43 [Hanna-Sophie] In my case, that's an integrated secondary school where I'm in the 19th grade.

00:16:47 [Hanna-Sophie] Class work and this is a school in Südneukölln that operates in a challenging environment.

00:16:53 [Hanna-Sophie] That means that many of my pupils don't necessarily have German as their mother tongue,

00:16:57 [Hanna-Sophie] don't necessarily have a quiet room at home and parents,

00:17:01 [Hanna-Sophie] who can help them with their homework.

00:17:04 [Hanna-Sophie] And I think there is partly pessimism about the future and a focus on self-efficacy.

00:17:11 [Hanna-Sophie] even less common in this society than perhaps at a grammar school now,

00:17:17 [Hanna-Sophie] which is outside of Berlin.

00:17:19 [Hanna-Sophie] That means I can't exactly assess how much my experience with

00:17:24 [Hanna-Sophie] such OERs and workshops on digitalisation, media literacy,

00:17:28 [Hanna-Sophie] Future skills are now transferable to other teaching contexts.

00:17:33 [Hanna-Sophie] I mainly work in the extracurricular area, that is,

00:17:36 [Hanna-Sophie] I have a democracy and digitalisation working group and we made a series

00:17:40 [Hanna-Sophie] and asked us, what is digitalisation doing to our democracy?

00:17:44 [Hanna-Sophie] And we travelled a whole day to the year 2040 and

asked ourselves,

00:17:51 [Hanna-Sophie] Which topics will occupy us in 2040?

00:17:54 [Hanna-Sophie] We have set up a newspaper editorial office for different areas and I

00:17:59 [Hanna-Sophie] have now learnt from my students, for example, that in the area of fashion

00:18:02 [Hanna-Sophie] Digital wearables and all these things are definitely the big topic.

00:18:08 [Hanna-Sophie] So at some point our shoes can also somehow make phone calls for us.

00:18:14 [Hanna-Sophie] do or determine how fast we should go right now,

00:18:19 [Hanna-Sophie] so that it's ideal for our health. So very exciting things,

00:18:22 [Hanna-Sophie] that came out of there.

00:18:23 [Hanna-Sophie] But above all, it was great fun to approach a topic in such a playful way,

00:18:28 [Hanna-Sophie] which worries young people enormously. What is happening to our future?

00:18:32 [Hanna-Sophie] Well, there's nothing to be more afraid of in year 10.

00:18:35 [Hanna-Sophie] So of course you're looking forward to finishing school, but what comes after that?

00:18:39 [Hanna-Sophie] And just to playfully say that we are now travelling to the year 2040 together,

00:18:45 [Hanna-Sophie] takes away a lot of this fear of the future.

00:18:46 [Hanna-Sophie] Fear of the future and I think that's important, that you dare to be free

00:18:50 [Hanna-Sophie] with his personality,

00:18:51 [Hanna-Sophie] the biggest thing students are throwing at the labour market today,

00:18:56 [Hanna-Sophie] her character, her ability to co-operate, as Katharina

said,

00:19:00 [Hanna-Sophie] to train and promote that.

00:19:03 [Hanna-Sophie] I think it's a lot of fun. What other success stories can I share?

00:19:07 [Hanna-Sophie] I believe that OERs allow teachers to get together in one day,

00:19:13 [Hanna-Sophie] So a school day works like this, somehow pupils come from the

00:19:17 [Hanna-Sophie] Summer holidays back and you have three days outside the regular lessons in

00:19:21 [Hanna-Sophie] of the class community.

00:19:22 [Hanna-Sophie] And then a teacher has to organise something like that, days like that.

00:19:26 [Hanna-Sophie] And then you can say you're going to the museum, but the tour,

00:19:29 [Hanna-Sophie] that happens there in the museum, in case of doubt the next day a

00:19:33 [Hanna-Sophie] Minority of the students about what was discussed,

00:19:36 [Hanna-Sophie] because it is not adapted to what the students know.

00:19:40 [Hanna-Sophie] And I think that if you give teachers materials,

00:19:44 [Hanna-Sophie] with which they can then organise a whole day themselves,

00:19:47 [Hanna-Sophie] with her teacher personality, with the relationship work,

00:19:49 [Hanna-Sophie] that has already happened with the pupils, then you really have a chance,

00:19:52 [Hanna-Sophie] Teaching competences.

00:19:53 [Hanna-Sophie] And that's what I did. I saw, okay, it takes place after the summer holidays

00:19:58 [Hanna-Sophie] Days on which project work is possible in the class

community.

00:20:02 [Hanna-Sophie] Then I'll just go through three tenth-grade classes and talk to them.

00:20:05 [Hanna-Sophie] one day of digital competence and future competence and work with the materials

00:20:10 [Hanna-Sophie] For example, Lie Detectors, which is so detective-like in the area of media literacy that

00:20:15 [Hanna-Sophie] Have an approach to fake news.

00:20:17 [Hanna-Sophie] So, for example, looking at deepfakes and asking, who discovers what?

00:20:21 [Hanna-Sophie] What could indicate that this could be done with an image-generative AI?

00:20:24 [Hanna-Sophie] is created? Is that fake or is that real?

00:20:27 [Hanna-Sophie] And I think this detective-like, playful approach is great fun for pupils.

00:20:32 [Hanna-Sophie] And the free work on workshop days, in project weeks, in substitute teaching,

00:20:38 [Hanna-Sophie] AGs are also great fun for pupils because they don't have to perform for grades,

00:20:43 [Hanna-Sophie] but for their own interests.

00:20:46 [Hanna-Sophie] And I think that's where we need to start, i.e. teachers for these days

00:20:51 [Hanna-Sophie] to specifically equip them with materials that are free, that they can trust,

00:20:56 [Hanna-Sophie] that they are allowed to customise, to change individually for the needs of their

00:21:00 [Hanna-Sophie] Classes and breaking up this system of frontal teaching a little bit and making sure of that,

00:21:06 [Hanna-Sophie] that students like to come to a workshop day like this and don't think,

00:21:09 [Hanna-Sophie] That was wasted time, but I had fun and I learnt

something.

00:21:13 [Katharina] I think that also applies to the teachers. I think so,

00:21:16 [Katharina] that, the way you described it …

00:21:18 [Katharina] This opportunity to jump out of the role, both in terms of the topic,

00:21:23 [Katharina] as well as the methods is super valuable.

00:21:27 [Katharina] And I personally believe that this is actually where the real future viability lies.

00:21:32 [Katharina] of OER in the education sector.

00:21:34 [Katharina] You called it a swap classroom. There are so many different didactic

00:21:38 [Katharina] Approaches in the area of flip classroom or blended learning.

00:21:42 [Katharina] So all the aspects in which top-down teaching no longer occurs,

00:21:46 [Katharina] because it is no longer up to date. It's not even being discussed at universities,

00:21:50 [Katharina] whether we actually still give lectures, because fortunately most people read it.

00:21:55 [Katharina] Anyway, no more from the big book.

00:21:57 [Katharina] And yet top-down knowledge is still often taught in this way,

00:22:01 [Katharina] that you can actually get on it in a different way to actually

00:22:04 [Katharina] Finding and making time to work creatively.

00:22:08 [Katharina] And that can be something really creative, like Hannah described,

00:22:12 [Katharina] in projects with topics that are not necessarily relevant to the curriculum or at the end of the programme.

00:22:18 [Katharina] are perhaps also relevant to the certificate.

00:22:19 [Katharina] But of course you can absolutely transfer that to

traditional teaching as well

00:22:25 [Katharina] and classic teaching scenarios in which I have completely different possibilities.

00:22:29 [Katharina] then I have to actually work together with teachers and students,

00:22:34 [Katharina] to create this space,

00:22:36 [Katharina] where I can really have fun learning,

00:22:40 [Katharina] by the fact that I don't just follow the F pattern and work from top to bottom.

00:22:45 [Katharina] I impart knowledge at the bottom that I ask for at the end of the day and then price with grades.

00:22:50 [Alexander] That sounds pretty exciting for both sides, I think.

00:22:53 [Alexander] But when I look at the current staffing situation in the teaching sector

00:22:58 [Alexander] looking at it, from what I know and also from anecdotal personal experience

00:23:03 [Alexander] know, you need a bit of effort, you need energy to work your way into it, probably.

00:23:08 [Alexander] It also requires a certain amount of creativity. What is your feeling?

00:23:11 [Alexander] What are your experiences? How does the use of OEAs compare?

00:23:17 [Alexander] to traditional teaching materials? Are the teachers open to it?

00:23:22 [Katharina] Absolutely. I think it very much depends on the context of what kind of educational structure

00:23:29 [Katharina] the respective organisation is involved.

00:23:32 [Katharina] Of course, it always depends massively on the personal commitment of the local teachers.

00:23:39 [Katharina] As far as the specifics are concerned, Hannah can take over.

00:23:42 [Katharina] From my experience, across the education sectors,

00:23:45 [Katharina] I think there are a lot of lecturing teachers, continuing education teachers,

00:23:51 [Katharina] who have a great interest in it,

00:23:54 [Katharina] Favouring OER, even over traditional content and concepts,

00:23:58 [Katharina] because many have understood,

00:23:59 [Katharina] that time brings a little bit of this new method with it.

00:24:04 [Katharina] But it's just, I said it at the beginning, it's not a sure-fire success,

00:24:07 [Katharina] It's a prerequisite, it needs a lot of competences.

00:24:11 [Katharina] Alex, you said it right, it's natural, I have here in this toolbox

00:24:15 [Katharina] from Making Sense of the Future really the full picture. I have foil sets,

00:24:19 [Katharina] I have instructions, I have methods.

00:24:22 [Katharina] Otherwise, when I go out into this world of OER, I usually come across databases,

00:24:26 [Katharina] where colleagues have uploaded material.

00:24:29 [Katharina] Uncommentary, no context and so on. I'll have to build it myself.

00:24:32 [Katharina] I also need to know where I can find material first?

00:24:34 [Katharina] I have to check whether it fits in with what I want to do and so on.

00:24:38 [Katharina] And in this respect, this link is that OER ultimately makes education more favourable

00:24:44 [Katharina] and breaking down barriers, not even really in the first place.

00:24:47 [Katharina] Of course, it also costs something to develop this material and that's why

00:24:52 [Katharina] some institutions also find it difficult to develop great

materials

00:24:55 [Katharina] have to licence them freely afterwards, so that they can be used freely and can also be

00:24:59 [Katharina] can be further developed.

00:25:00 [Katharina] That's the core of the whole thing, that I put my material out there and develop it further

00:25:06 [Katharina] so that, firstly, I'm not always reinventing the wheel myself,

00:25:09 [Katharina] but can perhaps access much better materials themselves afterwards,

00:25:13 [Katharina] I wouldn't have thought of that because someone has gone a step further than me.

00:25:19 [Katharina] And you have to explain that, you have to understand that and that's also why OER

00:25:24 [Katharina] Not primarily something that makes education fairer or freer or anything like that.

00:25:30 [Katharina] That's not necessarily the case either, because OER can overcome a lot of hurdles,

00:25:35 [Katharina] if I lack the expertise, if I don't have access to certain

00:25:38 [Katharina] Materials and it's always embedded in a certain context.

00:25:41 [Katharina] Nevertheless, I have the feeling that more and more teachers are open to it,

00:25:47 [Katharina] to use such materials, simply because they see that the teaching and the

00:25:52 [Katharina] The setting has changed a lot and the learning outcomes may also be different.

00:25:56 [Hanna-Sophie] Yeah, I couldn't agree more. So I think there are two points,

00:25:59 [Hanna-Sophie] who are totally in favour of the fact that OERs are currently already and will certainly be in the future

00:26:05 [Hanna-Sophie] find their way into everyday education.

00:26:07 [Hanna-Sophie] The first is the cooperation factor, even in a teaching team.

00:26:13 [Hanna-Sophie] So school is changing in the sense that a lot of team teaching is being done

00:26:17 [Hanna-Sophie] or as much as possible that traditional teaching concepts are broken up.

00:26:21 [Hanna-Sophie] I also have many colleagues who teach with an open door.

00:26:25 [Hanna-Sophie] So the door just stays open in the corridor and this mindset of,

00:26:29 [Hanna-Sophie] In principle, you are also a lone fighter as a teacher,

00:26:33 [Hanna-Sophie] dissolves more and more.

00:26:34 [Hanna-Sophie] So many schools now work with year teams.

00:26:37 [Hanna-Sophie] That means that a certain number of teachers and class teachers

00:26:41 [Hanna-Sophie] if possible, teaching in the same year group and not changing so much,

00:26:46 [Hanna-Sophie] so that you can really talk about individual pupils in the classroom,

00:26:50 [Hanna-Sophie] can talk about new approaches

00:26:52 [Hanna-Sophie] and sees herself as a team and not as a lone fighter as a teacher.

00:26:55 [Hanna-Sophie] And I think that's where OERs can really come into their own, if you just use materials

00:27:00 [Hanna-Sophie] not created for herself and rigidly created, but consciously made for it

00:27:04 [Hanna-Sophie] that they can be changed, that they can be shared within the college.

00:27:09 [Hanna-Sophie] And I think that's why I can well imagine that there are already many

00:27:13 [Hanna-Sophie] Teachers and also in the future more and more on

such inviting to co-operation

00:27:18 [Hanna-Sophie] Materials to fall back on.

00:27:20 [Hanna-Sophie] I think the second thing is, how do the materials get to the teacher?

00:27:26 [Hanna-Sophie] I experience that time is definitely, like everywhere else in working life,

00:27:30 [Hanna-Sophie] but especially at school, where we actually use the school bell to ring.

00:27:34 [Hanna-Sophie] always be limited in how we can think,

00:27:37 [Hanna-Sophie] how we can teach and how long discussions can take and how

00:27:42 [Hanna-Sophie] we prepare a lesson for a long time.

00:27:44 [Hanna-Sophie] Time is such an important resource and many teachers lack it in view of

00:27:50 [Hanna-Sophie] the lack of staff, the sickness levels that often exist,

00:27:54 [Hanna-Sophie] of course the time for preparation or hours of research for it.

00:27:58 [Hanna-Sophie] What materials will I use tomorrow in my substitution lesson?

00:28:02 [Hanna-Sophie] And I think at that point maybe this world of teachers is also

00:28:07 [Hanna-Sophie] and schools are too often isolated from the world of science, for example,

00:28:11 [Hanna-Sophie] perhaps dealing with digitalisation and social change.

00:28:15 [Hanna-Sophie] And there is, for example, I think, something like the Federal Centre for Political Science.

00:28:19 [Hanna-Sophie] Education, with whom we have now also worked together for this OER toolbox.

00:28:24 [Hanna-Sophie] fulfils a very important job.

00:28:26 [Hanna-Sophie] And also maybe to say the self-reflection of science,

00:28:29 [Hanna-Sophie] Can we really use materials for teachers and for teaching?

00:28:34 [Hanna-Sophie] Develop and release?

00:28:35 [Hanna-Sophie] Or maybe we have to publish this under a licence,

00:28:38 [Hanna-Sophie] where we then maybe give up a bit of control and lose control

00:28:42 [Hanna-Sophie] and don't always know the quality of the teaching,

00:28:44 [Hanna-Sophie] but where we somehow make it usable and also trust teachers,

00:28:48 [Hanna-Sophie] that they will adapt it,

00:28:49 [Hanna-Sophie] that it works for her in her everyday teaching.

00:28:52 [Hanna-Sophie] And I think it's important to involve teachers in this and not to

00:28:57 [Hanna-Sophie] from above, as society always likes to do,

00:29:00 [Hanna-Sophie] to beat up on schools and we still need a subject,

00:29:04 [Hanna-Sophie] Media skills and the teachers are supposed to have them and they are supposed to do that too.

00:29:07 [Hanna-Sophie] but also to make it a little bit easier for them and to do that as a

00:29:11 [Hanna-Sophie] To see a joint task, especially something like research and preparation

00:29:15 [Hanna-Sophie] maybe lose weight.

00:29:16 [Hanna-Sophie] And then, in individual cases, the didactisation and adaptation to the respective

00:29:22 [Hanna-Sophie] To leave the teaching context to the professionals, which in this case are the teachers.

00:29:31 [Alexander] What I'm doing now, while you've both been reporting and talking,

00:29:34 [Alexander] What I personally have just realised is that behind it all, somehow

00:29:38 [Alexander] also says that there should be some kind of changing

spirit on all levels.

00:29:43 [Alexander] Today it's a kind of community mindset, in which all levels interact,

00:29:48 [Alexander] so we can communicate with each other, share and learn from each other.

00:29:53 [Alexander] And you also just described that, for example, the institutions,

00:29:56 [Alexander] who adopt the curricula, that they also have to become more flexible.

00:29:59 [Alexander] And they also have to trust their teachers more to be responsible.

00:30:04 [Alexander] deal with what they are supposed to teach, with the knowledge and the competences,

00:30:08 [Alexander] which they should then pass on to the pupils.

00:30:11 [Alexander] But let's go back from the abstract layer to the toolbox.

00:30:18 [Alexander] If I'm a teacher now and I want to deal with it,

00:30:22 [Alexander] What specifically is available as a resource? What support can I find?

00:30:27 [Hanna-Sophie] So I would recommend just going to the browser of choice H-I-I-G,

00:30:32 [Hanna-Sophie] Enter Making Sense of the Future.

00:30:34 [Hanna-Sophie] Then you come to the website of the Alexander von Humboldt Institute for the Internet

00:30:37 [Hanna-Sophie] and society and this toolbox, which contains six different

00:30:42 [Hanna-Sophie] Exercises with different durations.

00:30:44 [Hanna-Sophie] And the good thing is that you can combine these exercises as you wish.

00:30:52 [Hanna-Sophie] In other words, if I have two classroom management lessons now, I might look for a new one.

00:30:56 [Hanna-Sophie] Two exercises out, each lasting 45 minutes.

00:30:59 [Hanna-Sophie] If I only have an hour, I might choose a short exercise.

00:31:02 [Hanna-Sophie] If I have a complete project week, I can work well with all six exercises.

00:31:06 [Hanna-Sophie] We now have these OERs specifically for teachers, which are generally available for a

00:31:11 [Hanna-Sophie] can be used in an open educational context, i.e. also for adult education,

00:31:15 [Hanna-Sophie] specially didacticised for secondary level 1.

00:31:18 [Hanna-Sophie] That means you can find a PowerPoint presentation on the website,

00:31:21 [Hanna-Sophie] which can also be used by teachers in the classroom, which they can still customise individually.

00:31:26 [Hanna-Sophie] And who also works with operators that students are familiar with.

00:31:30 [Hanna-Sophie] So teachers in particular will say something, requirement areas 2 and

00:31:34 [Hanna-Sophie] 3. so mainly sharpening judgement and things like that.

00:31:38 [Hanna-Sophie] That means, hopefully, there is low-threshold access to these materials.

00:31:45 [Hanna-Sophie] And otherwise you can name many.

00:31:48 [Hanna-Sophie] I don't know, Katharina, if you have any examples of these databases,

00:31:52 [Hanna-Sophie] you were talking about, where else you can find OERs,

00:31:56 [Hanna-Sophie] especially for the educational context.

00:31:59 [Katharina] Yes, one of the best-known sites is certainly OER-Info, where you can also find very basic

00:32:03 [Katharina] can find out more about the topic.

00:32:05 [Katharina] There are so many different OER content buffets, you

can also have one there.

00:32:09 [Katharina] Use a search engine. There are large alliances in the field of Open Educational

00:32:13 [Katharina] Resources, many barcamps again and again that have been working on this topic for a very long time.

00:32:18 [Katharina] There is a non-aligned education that is also very concerned with this.

00:32:21 [Katharina] In this respect, I think there are a large number of databases.

00:32:25 [Katharina] We do well, even in science, in fact, you named it,

00:32:28 [Katharina] to think much more about the extent to which we can also contribute to this.

00:32:32 [Katharina] We can also address the issue of free access to scientific content,

00:32:37 [Katharina] is one that has been on our minds for a long time.

00:32:39 [Katharina] There's also a lot going on from my point of view.

00:32:42 [Katharina] I would also always list, in the Open Educational Resources bar

00:32:47 [Katharina] and the openly licensed scientific works that,

00:32:53 [Katharina] what is negotiated as Open Educational Practices.

00:32:57 [Katharina] And that includes open source software, of course.

00:32:59 [Katharina] So, of course, a certain technical infrastructure may also be required.

00:33:03 [Katharina] that can support innovative teaching.

00:33:08 [Katharina] There are also very different players and organisations that are very involved in this.

00:33:12 [Katharina] endeavour, also for schools under all the structural conditions and

00:33:16 [Katharina] To provide software that is more orientated towards the common good,

00:33:22 [Katharina] that is GDPR-compliant and protects privacy.

00:33:26 [Katharina] And all the boxes are ticking that you have to think about when you work in this area.

00:33:31 [Katharina] So in that respect it's a big, I think, a big playground,

00:33:36 [Katharina] where you can let off steam.

00:33:39 [Katharina] And then, of course, part of it is that you might also become part of it yourself,

00:33:43 [Katharina] By considering whether to make material available when you create it.

00:33:48 [Katharina] And then also with the right licence. Hanna has already said it.

00:33:53 [Katharina] The Creative Commons licences are usually cited for this,

00:33:56 [Katharina] You can certainly find out about that too.

00:33:58 [Katharina] Some of this is also explained in our toolbox.

00:34:02 [Katharina] So in that respect, when I use these databases, I should always also

00:34:06 [Katharina] ask, okay, where do I expand material,

00:34:09 [Katharina] that I might also feed back into the cycle, because that is of course

00:34:12 [Katharina] In the end, the idea and ideally with as free a licence as possible,

00:34:16 [Katharina] so that everyone can benefit.

00:34:19 [Alexander] Now that we're slowly coming to the end and we've already briefly

00:34:22 [Alexander] the word megatrends has been mentioned, perhaps you can each name a trend,

00:34:28 [Alexander] identify a development that you see that's happening,

00:34:32 [Alexander] that could gain relevance in the present,

00:34:36 [Alexander] from which educational institutions could benefit?

00:34:38 [Alexander] Or something where you think that's a very strong development,

00:34:41 [Alexander] that's exciting, that's good, that's positive and that you can do with OERs with the

00:34:45 [Alexander] Toolbox can be linked?

00:34:47 [Katharina] Hanna has already talked about school AI and of course the artificial

00:34:50 [Katharina] Intelligentisation of the school so a super,

00:34:56 [Katharina] mega trend and here, too, you certainly have to think about what kind of software

00:35:00 [Katharina] is brought into the schools on the one hand.

00:35:03 [Katharina] So then it moves a bit in the direction of what technical infrastructure do you use?

00:35:08 [Katharina] Is it an open infrastructure? Can I look into the source code?

00:35:11 [Katharina] And which databases does it rely on? Not, we all know,

00:35:15 [Katharina] that the AI we know, especially in generative AI, is currently producing massively distorted content.

00:35:23 [Katharina] And then, as a teacher, I am of course required to teach my pupils

00:35:28 [Katharina] and to train exactly the competences that we are talking about now.

00:35:32 [Katharina] have to think about what generative AI can do and what it can't do yet.

00:35:37 [Katharina] And if I actually use something like that in everyday school life, of course I have to be very careful.

00:35:40 [Katharina] make it clear that this technology still has and must have its limits

00:35:45 [Katharina] but also have a very good knowledge of what my database is based on.

00:35:49 [Katharina] Example just now.

00:35:51 [Katharina] So in this respect, AI is certainly also important in schools and in the education sector.

00:35:55 [Katharina] One of the megatrends that will certainly influence teaching, which will ultimately also influence results.

00:36:04 [Katharina] I think that this narrative of, no more chores will be done by yourself.

00:36:08 [Katharina] written, one thing is that only when we are in this

00:36:13 [Katharina] remain trapped in the old status quo.

00:36:15 [Katharina] So if I, as a teacher, continue to set tasks that are characterised by a generative

00:36:19 [Katharina] AI can be solved in three minutes, then that might happen.

00:36:22 [Katharina] But in the end, the technique really only requires me to do the step,

00:36:27 [Katharina] which, logically, I should have done longer ago, namely,

00:36:29 [Katharina] that I might check in a different way whether competences have been acquired and that

00:36:35 [Katharina] I'm much stronger, Hannah said,

00:36:36 [Katharina] check or make sure that the focus is on skills and abilities.

00:36:41 [Katharina] than the classic knowledge, which of course in the first step is always at some point

00:36:46 [Katharina] needs to be done.

00:36:48 [Katharina] In this respect, I would call it AI and I'm very curious to see how it develops.

00:36:54 [Hanna-Sophie] So maybe I would call it the activist spirit of youth in the broadest sense.

00:37:02 [Hanna-Sophie] I'm a total fan of the ones that are currently teenagers and

00:37:10 [Hanna-Sophie] being so activist when it comes to various political, worldly issues.

00:37:16 [Hanna-Sophie] Taking an interest in things that are bigger than you at a young age

00:37:19 [Hanna-Sophie] myself, I think that's a totally positive thing.

00:37:21 [Hanna-Sophie] It's very courageous because it requires judgement, which is perhaps even more important.

00:37:26 [Hanna-Sophie] was not always perfectly trained and perhaps also on the basis of consumed

00:37:31 [Hanna-Sophie] Media partly based, which could not be critically scrutinised,

00:37:36 [Hanna-Sophie] because you weren't taught media skills.

00:37:38 [Hanna-Sophie] And I think it's wrong to start limiting young people in that,

00:37:43 [Hanna-Sophie] what they are allowed to say or what kind of information they are allowed to put into the

00:37:48 [Hanna-Sophie] Bring in everyday teaching, something like TikToks or something.

00:37:51 [Hanna-Sophie] I think it's fantastic when you come across topics on the Internet,

00:37:56 [Hanna-Sophie] in social media that interest you, then that should be addressed

00:37:59 [Hanna-Sophie] and not be told, well, let's stop this and go back to the textbook.

00:38:05 [Hanna-Sophie] I also think it's wrong to say something like Wikipedia is a bad source.

00:38:11 [Hanna-Sophie] Why do you make it so easy for yourself? Why not investigate together with

00:38:14 [Hanna-Sophie] Pupils a Wikipedia article and look, who edited it?

00:38:19 [Hanna-Sophie] And let's try to write a Wikipedia article ourselves about our

00:38:22 [Hanna-Sophie] to write your own school.

00:38:23 [Hanna-Sophie] I have the feeling that we currently have a very active youth,

00:38:28 [Hanna-Sophie] who wants to speak her mind, who wants to talk

about the future,

00:38:33 [Hanna-Sophie] who is very concerned about the future anyway.

00:38:35 [Hanna-Sophie] It's a pandemic-influenced youth, a war-influenced youth and I think,

00:38:41 [Hanna-Sophie] that you have to deal with these fears that I have already described,

00:38:44 [Hanna-Sophie] should work and find an open way of dealing with it and then have

00:38:49 [Hanna-Sophie] I think we have a good chance of winning young people over to future skills.

00:38:54 [Hanna-Sophie] Well, I think my wish would be, if I may say so,

00:38:58 [Hanna-Sophie] Given the trends I see, that young people are being taken seriously,

00:39:03 [Hanna-Sophie] What competences they already have,

00:39:05 [Hanna-Sophie] what interests they bring with them and stop thinking in terms of security and control

00:39:14 [Hanna-Sophie] of being stuck in a classroom like that.

00:39:17 [Hanna-Sophie] I think you can dare to try something new.

00:39:20 [Hanna-Sophie] It's okay if something goes wrong.

00:39:23 [Hanna-Sophie] It's okay if you don't know more about every topic than teenagers.

00:39:27 [Hanna-Sophie] With digitalisation, we have to say goodbye to some of this as teachers.

00:39:31 [Hanna-Sophie] But I don't think you should make the mistake of saying,

00:39:34 [Hanna-Sophie] Young people are media-savvy per se because they are digital natives.

00:39:38 [Hanna-Sophie] In my experience, young people are mainly app-competent in three to four

00:39:42 [Hanna-Sophie] Apps that they have on their mobile phone.

00:39:44 [Hanna-Sophie] But how do I google properly or how do I really use

an AI properly,

00:39:48 [Hanna-Sophie] That's not necessarily there.

00:39:50 [Hanna-Sophie] So I think taking it seriously, not overestimating it, not underchallenging it and so

00:39:56 [Hanna-Sophie] work, that we have such an interested, active youth.

00:39:58 [Hanna-Sophie] That would be my wish in view of this trend that I suspect I recognise...

00:40:04 [Alexander] I thought that was a nice closing. A very empowering, hopeful and forward-looking closing.

00:40:11 [Alexander] Yes, thank you both for being there.

00:40:13 [Hanna-Sophie] Thank you.

00:40:15 [Alexander] Yes, goodbye.

00:40:18 [Katharina] Thank you very much.