

BILDUNG, EDUCATION AND SUBJECT DIDACTICS IN THE ANTHROPOCENE EPOCH, January 11 12 2022

Abstracts

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A1 PARALLEL SESSIONS 12:30–14:00 TUESDAY

(A11) Michael Paulsen, Southern University of Denmark

Pedagogical consequences of different relations to the Anthropocene

In this paper I present and discuss different understandings, interpretations and assessments of the concept of the Anthropocene. Especially I try to compare four different stances: (1) A natural and technical science based view, in which the main problem is humanity and its technically mediated resource consumption, (2) the ecological marxism view, that the main problem is capitalism, (3) the new materialism view, which holds that specific entanglements between humans and nonhumans are the problem and (4) the new idealism view, which argues that the main problem is the world view developed in the late-Holocene, that has marginalized life and dialogue with more-than-humans. I try to deduce and delineate the pedagogical consequences of each of these four theoretical interpretations, including their problem-articulations and their proposed solutions – and the basic assumptions and understandings grounding each perspective. The upshot is that despite the first three perspectives all has important things to tell, the fourth perspective is argued to be the only one, which takes living beings seriously enough and thus the only one, which have the potential to work out an adequate ethical foundation of pedagogical activities that seeks to encourage, support and cultivate 'a good life' across species and singular creatures in the shared life-critical zone.

(A12) Ole Andreas Kvamme, University of Oslo

Reconsiderations of Bildung in North European didaktik

This paper reconsiders Nortgortapredeqprrh Eerrrraarrrrrr

(A13) Jesper Sjöström, Malmö University

Didaktik for Bildung in our Anthropocene Epoch

Bildung is an old and complex concept with at least five historical elements (e.g. Sjöström

B1 PARALLEL SESSIONS 12:30–14:00 TUESDAY

(B13) Paul Clucas, Malmö University

Using a posthuman understanding of Bildung to address the challenges of realizing an interdisciplinary STEM teaching in the Anthropocene.

By relating ideas of Anthropocene, Bildung, interdisciplinary pedagogy, and sustainability-oriented action, a core question this conference seeks to approach is 'how ought education be shaped in our contemporary times?' Recently Sjöström and Eilks (2018) called for a Bildung-oriented STEM teaching, which is a teaching that more deliberately seeks to develop student's reflective awareness for the ethical and philosophical dimensions of the STEM subjects, and which represents a pathway through which the development of student's proactive participation in transforming the risk society in the

C1 PARALLEL SESSIONS 12:30–14:00 TUESDAY

(C11) Jesper Garsdal, VIA University College

Bildung futures of education

This presentation is a first take on a couple of ideas and an incomplete work in progress, and I am looking forward to your comments. Depending on how things develop, it will be organized around three themes. I will briefly present education as a phenomenon involving thinking, feeling, will, various forms of knowledge and presence, memory, attention, discipline and care. I might also touch on how the complementary dynamics between survival and meaning in various phenomena might inspire 'self-transformation' (Lefebvre reading of Bergson). Finally, I will come with a few remarks regarding how 'Bildung' relates to 'images' and 'imagination.' I will then reflect on a specific form of attentiveness, namely Matthew Segall's idea of etheric imagination. Segall developed this concept (the phrase initially coined by Steiner) in his discussions of the concepts of 'ether' in the philosophies of Kant, Schelling and Whitehead, the latter developing an 'ether of events' inspired by developments in non-Euclidean geometry and projective geometry. I hypothesize that it might be fruitful

(C13) Ingrid Grosse, Karlstad University

Bildung in ecological ethics: possibilities and challenges from sociological perspectives on pedagogy

Bildung is understood as both the knowledge of facts and capabilities, on one hand, and as a process of personality formation and humanist enlightenment, on the other hand. The first understanding is regarded to be dominant in Sweden today, while the second understanding originates in German understandings. However, despite these different understandings of Bildung, this paper argues that Bildung in ecological ethics faces some challenges in nowadays societies. Sociological theories highlight that the conditions for Bildung have changed considerably during the last decades. The increase of tertiary educated peoples, service- and knowledge-oriented occupations, modern IT technology, wealth and affluence in OECD countries, and globalization, are social features that gave rise to new forms of social behavior and social structures. Sociologists have depicted these changes frequently as both individualiza1 (n)-11 (d)-11 ()5 (a)7 Td[k]23 11 Tf203.83 (

A2 PARALLEL SESSIONS 14:30-16:30 TUESDAY

(A24) Albin Gripe, Stockholm University

Conceptualizing history teaching for the Anthropocene

It is well established that history can help people orient themselves temporally and to make sense of contemporary issues in ways that support their attitudes, opinions, and actions. The philosopher of history Jörn Rüsen, among others, has argued that the use of history in this way is especially pronounced in times of great change and crisis. Consequently, history teaching can support the development of several more general competencies and may help students deal with daunting societal challenges. However, people's use of history in relation to the present environmental crisis has gained little attention from the field of history didactics. And the potential of history as a subject to help students deal with the sustainability challenges of the Anthropocene has hardly been discussed. Moreover, several environmental humanities scholars, such as historian Dipesh Chakrabarti, warn that some traditional aspects of history as a discipline may in fact limit our capacity to handle these issues. This paper/presentation is an attempt to explore what a history teaching that responds to the Anthropocene could mean in practice. It starts off by briefly discussing some opportunities and obstacles of teaching history that support action-oriented learning for environment and sustainability in the context of Anthropocene and history as a school subject. Drawing from the fields of environmental didactics, history didactics and the environmental humanities, it then outlines what a historical environmental- and sustainability competence may encompass, and how it may be supported through teaching. Fitting this concept to the framework of Rüsens narrative theory, it is here defined as the ability to experience and interpret the past in a way that provides orientation, in support of positions and actions, in relation to issues concerning the environment and sustainability. Finally, the paper provides a brief illustrative example of what such teaching could mean in practice

(A25) Kenneth Nordgren, Karlstad University

Lära historia i antropocen hur kan den historien berättas?/ History curriculum (1) 6100

(A27) Marianne Leth, Via University

Historiedidaktik i det antropocæne? Projekter og perspektiver i læreruddannelsen.

Del 1: Et praksisstudie med lærerstuderende. Læreruddannelsen i Århus har siden 2014 gennemført et tværfagligt specialiseringsmodul med fagene natur/teknologi og historie i udeskole pædagogik under temaet bæredygtighed, hvor de studerende udvikler undervisningsprojekter, arbejder teoretisk, praktisk og tværfagligt. De konkrete projekter, samt ikke mindst, de faglige og didaktiske refleksioner over grundskolens og de kommende læreres rolle i og viden om menneskers handle- og dannelsesmuligheder i en bæredygtig fremtid, har i årene udviklet sig i takt med den globale klimasituation, FN's verdensmål og begreberne om bæredygtig udvikling og den antropocæne tidsalder (igen) er blevet en del af den daglige retorik. Dette oplæg vil diskutere konferencens fokus spørgsmål med udgangspunkt i de praktiske og teoretiske erfaringer med dette modul (jf. oplæg på "Futures of Education" konferencen april 2021) baseret på vejledning og samtaler med de studerende, projektvurderinger, samt semistrukturerede fokusgruppesamtaler med det seneste hold historiestuderende med fokus på følgende problemstillinger:

1. Hvilke historiedidaktiske begreber er i spil og hvorledes arbejdes med disse i fælles/tværfaglige projekter om bæredygtighedsemner og -temaer? (Historiebevidsthed, historiebrug og historisk tænkning som de helt centrale anvendte begreber, men også begreber som kontinuitet og forandringsperspektiver, samt hvilken betydning disse har i grundskolen (Nordgren: 2019, Leth: 2020)).
2. Hvilken slags historisk viden er nødvendig for at bidrage til udvikling af fælles/tværfaglige projekter om bæredygtighedsemner og -temaer? (Et nyt nødvendigt historisk indholdsrepertoire (Schüllerquist: 2014))
3. Hvorledes kan historiefaget bidrage til udvikling af ansvarligt bæredygtigt medborgerskab som dannelsesideal? (Nye dannelsesidealer i 'den nye normalitet')

B2 PARALLEL SESSIONS 14:30-16:30 TUESDAY

(B24) Güliz Karaarslan Semiz A rı brahim Çeçen University, A rı, Turkey
Stockholm University, Stockholm, Sweden
Per Sund, , Stockholm, Sweden

How green schools in Sweden and Turkey are ready to transform their education in the Anthropocene?

We are living in the crisis age such as climate crisis, energy crisis and economic crisis. This crisis of age is called as Anthropocene which is accepted as undeniable reality as human altered biological, geological and chemical process on Earth (Crutzen & Schewagerl, 2011). The question is arising that how education responds to changes in the Anthropocene era. Are schools ready to mitigate and adapt to the impacts of climate change and to rethink and change education in the Anthropocene ? Education in the Anthropocene needs participatory approaches as people should learn to work together, deal with climate change and other environmental crisis and also working across cultures and genders in addressing sustainability issues (Gough, 2020). Current education in the Anthropocene literature argues about the conceptual and practical shifts that are needed in education in these precarious times. These are described as a) interdisciplinarity, cross-disciplinarity and transdisciplinarity, b) participatory and community based approaches and c) alternative modes of thinking such as indigenous modes of thought (Lloro-Bidart, 2015). ESD focuses on these dimensions as supporting transformative, cross-curricular and systemic approach and plays an important role to change education in a better way.

(B25) Torben Spanget Christensen, Jonas Teglbjerg & Ane Qvortrup, University of Southern Denmark

Student voices - insights from a current Danish vocational upper secondary school project: Global Goals as Subject Goals

RQ: What do the students think about sustainability? How do they think about sustainability (fragmented, linear – cause and effect, complex)? What solutions to the sustainability problem do they see (technical instrumental, ethical, political)? What bildung perspectives do students thinking about sustainability raise? Based on UN Global Goal 12 (Sustainable Development Goal or SDG no 12) on "Responsible consumption and production", the overall purpose of the Danish project Global Goals as Subject Goals is to empower students to participate in a society characterized by responsible consumption and production. The assumption is that Global Goals must be integrated in subjects to ensure in-depth work with climate problems (Straume 2015). Basic elements are whole school development, bildung, sustainability and didactic analysis (Klafki 1962:14-18). Various concepts of sustainability including democratic and economic bildung (Engartner 2010), scientific knowledge (Dolan 2002, Holt 2012, Govindan et al 2018, Hassini et al. 2012) and students' attitudes (Lundholm 2019) are applied. Students' attitudes are included with reference to on the one hand studies pointing to the need of social sciences to become deeply engaged in understanding the human dimension of global environmental change (Kollmuss & Agyeman 2002 Lorenzone et al. 2007 Nawrotzki 2012 Smith, Kim & Son 2017). On the other hand, student attitudes are included with reference to Scheunpflug's (2021) transformativ bildung. To catch student voices, we applied a Video Club method which consists of recorded on-line video meetings in groups of four students physically separated. The groups discussed questions about sustainability following a question-guide and without an interviewer present. The idea is that students need to explain themselves in more detail when sitting apart compared to a physical group discussion.

(B26) Emil Mörk Karlstads University

TEACHING SUSTAINABILITY IN SCHOOLS IN THE ANTHROPOCENE: Input on my project idé

The Swedish curriculum with its intention for sustainable development is formed around the presumption that sustainability is possible and something to preserve or obtain. However, this presumption is challenged in the new geological epoch, i.e. the so called "Anthropocene" or human dominated epoch, which is sometimes perceived as the end to the possibility of sustainable development. Consequently, school curriculums face contradictions about when and how they should educate about sustainability while how much of the dreadful truth should be included. For example, fear of climate change (atmosfear), as one of the biggest Anthropocene challenge, can lead to a paralyzed state

C2 PARALLEL SESSIONS 14:30-16:30 TUESDAY

(C24) Dorte Eggensen, VIA University College and Aarhus University

Place-based reading. Literary didactics in the Anthropocene

Place-based reading (Eggensen, 2016) is a specific four-staged literature teaching method that includes learning activities in physical spaces in the school's neighborhood. Based on place philosophic (Greve, 1996

A3 PARALLEL SESSIONS 10.45-12.15 WEDNESDAY

(A37) Hanna Sjögren Malmö University

Childhood in the Anthropocene: On the Education of Children in the New Geological Period

In late 2021, United Nations International Children's Emergency Fund reported that

(A39) Raffaele Brahe-Orlandi, Via University College

Towards sustainable futures in L1-Education in secondary school

The question this paper wants to address is why should and how can long term democratic and ecological sustainability (UNESCO) be at the core of any curriculum for L1-education in secondary school in the Anthropocene. The point I want to make is threefold: 1. We need to redefine core competencies for L1-education. 2. We need to elaborate on teaching and learning methods that regard transformative learning aiming at core competencies for L1-education. 3. We need to elaborate on new definitions for what we mean by Bildung in L1-education. In this paper, I primarily want to address the second bullet above: For people to engage in society, they must experience themselves and their contribution as valued and valuable. L1-education is about learning to communicate in a meaningful way. This involves basic skills such reading, writing, analyzing and evaluating all sorts of texts. Teaching practices towards these skills remain traditional (Bremholm et al., 2017) although studies have shown how student centered transformative educational designs can lead to both subject related skills and to a deeper understanding of the role and the function of these skills when it comes to take action and gain influence on how the world works (Lackéus & Middleton, 2018) (Brahe-Orlandi, 2019). When looking at future challenges, as expressed through UNESCO's sustainable development goals (SDG), the aim of teaching and learning communication could be to engage and empower (Freire, 2014) more people to actively participate towards the SDG. And, In the end to secure democratic and sustainable societies (Dewey, 2005). The paper draws on data from interventions in 5 different classes in which students worked towards communicative skills

B3 PARALLEL SESSIONS 10.45-12.15 WEDNESDAY

(B37) Gabriel Bladh, Karlstad University

Geografiämnet i den antropocena tiden miljödeterminism 2.0 ?

Relationen mellan "natur" och "kultur" har varit en central komponent i konstitueringen av geografi såväl som vetenskap som skolämne. Syntestraditioner formade kring relationen mellan människa, miljö, regioner och landskap formade basen för ämnet såväl som universitetsdisciplin som skolämne i början på 1900-talet. En syntestradition kring "environmentalism" framträdde som en idémässig brobyggare i relation till mera specialiserade systematiska disciplinära perspektiv. Geografins innehållsliga kärna skulle ligga i studiet av det samband som framträdde mellan "det mänskliga kulturlivets företeelser" och "dess betingelser i ... naturens förhållanden". Ämnet kom därigenom att hamna i ett spänningsfält mellan naturdeterministiska och mera historiska "possibilistiska" förklaringsmodeller kring relationerna mellan människa och miljö. Relationerna som formade syntesidéerna hade dock i hög grad formats i ett "vertikalt" bondesamhälle som

(B38) Maria Deldén Högskolan Dalarna

Icke-formellt lärande i den formella lärarutbildningen och utbildning för hållbar utveckling i Colombia

Tidigare studier uppmärksammar det icke-formella lärandets relation till och möjliga betydelse för det formella lärandet i ett hållbarhetsperspektiv (Wals et al. 2017 Zeichner et al. 2015). I denna skärningspunkt söker detta konferensbidrag att utforska Bildningsbegreppet och det svarar an mot konferensens önskan att synliggöra utbildningens betydelse för att bygga demokratiska och ekologiskt hållbara samhällen. Syftet är att belysa hur inslag av icke-formellt lärande kan ha bäring för det formella lärandet i lärarutbildningen, med fokus på utbildning för hållbar utveckling. Detta görs genom en fallstudie av en kurs i multimodalitet vid universitetet Surcolombiana i staden Neiva, Colombia. Bakgrunden finns i ett samarbete mellan Universidad Surcolombiana och Högskolan Dalarna. Under 2020 deltog jag som lärare i en kurs i multimodalitet för lärarstudier tillsammans med fil dr Nercy Gutierrez. Utifrån ett kursupplägg som Gutierrez redan hade utformat, utvecklade vi kursen mot utbildning för hållbar utveckling. Vi bjöd även in den idéburna organisationen Ajovec att delta med workshops för att stimulera den formella lärarutbildningen med inslag av icke-formellt lärande. Under kursens gång har vi dokumenterat genomförandet (som skett i virtuell form). Vår metodologiska utgångspunkt är practice-based research där vi studerar vår egen undervisning (Stensland 2003). Teoretisk utgångspunkt för formellt / icke-formellt lärande är Freire (1998, 2017) med bl a begreppen epistemologisk nyfikenhet och autonomi i undervisning och lärande samt Mezirow (2003) med begreppet transformativt lärande. Genom denna teoretiska ansats utforskas bildningspotentialen i projektet. Multimodal teori baseras på Jewitt & Kress, 2003, Pardo, 2016 och Janks 2014 med koppling till språkdidaktiken. Vad gäller utbildning för hållbar utveckling används bland annat Pacis & van Wynsberge, 2020 och Wals et al., 2017. Studien är ett bidrag till ett utforskande av bildningens roll för en demokratisk och hållbar utbildning, och till forskning om utbildning för hållbar utveckling i ett internationellt perspektiv.

(B39) Søren Witzel Clausen, VIA University College

Centrale forhold i bæredygtighedsundervisningen

Med Stockholm deklARATIONEN fra 1972 blev fra FN´s side rettet fokus på undervisning i

(C39) Martin Gren, Linnéuniversitetet

What about the planetary climate and ecological emergency and Bildung in the Anthropocene ?

C12	Geir	Skeie	University of Stavanger	Mellom moralsk imperativ og eksistensiell motløshet? Hvordan kan skolens religions- og livssynsundervisning arbeide med bærekraftig utvikling som tverrfaglig tema?
C40	Martin	Stolare	Karlstad university	Anthropocene, didactic practices and history and literature education