SPARKLING MOMENTS

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IN OUR PRESENTATION WE WILL INTRODUCE YOU TO...

- Our research project – a cooperation between a class with SEN-learners and a Manor House Museum
- Activity out of class
- Our research strategy, the participants and the Manor House Museum
- "Sparkling" moments and the theory behind
- Examples of "sparkling" moments from our data collection
- Preliminary interpretations: Factors that seem to enhance and limitate "sparkling" moments
- Discussion: Throw the dice - activity
RESEARCH QUESTION

Motivation among students with special educational needs when learning activities take place outside the classroom.
OUR RESEARCH QUESTION IN A DANISH CONTEXT

A Scandinavian tradition for outdoor education in schools

Nature  Cultural institutions  Private and public companies

AND

Local community

"Open school" as a political initiative in reform of the public school / 2014

School
OUR RESEARCH QUESTION IN A DANISH CONTEXT

We chose to focus on cooperation between schools and museums

An established (but small) field of research

- Best practice reports
- Research projects about museum education

We identified a lack of...

- Children’s voices
- Knowledge about outdoor education for pupils with special needs
ACTIVITY

• In pairs
• Find a thing outside the classroom
• Write down what the thing senses (see, feel, smell, think, hear…). I see, I hear etc.
• Maximum 50 words, minimum 15 words.
• 7 min. and then back to the classroom
• Presentations in class
• Both of you are active in the presentation (read out your text with movements)
A case study between a class with special needs, their teachers and the museum educators at the Manor House Museum ‘Gammel Estrup’.

- The class was based at an ordinary ‘Folkeskole’ in Denmark situated in a small town
- Few pupils in the class
- One teacher and one social educator
- Two museum educators at The Manor House Museum
The content of the course was related to the subject "culture knowledge"

Day 1: Preparation in the classroom the day before The Manor House
Day 2: The Manor House
Day 3: Evaluation in the class

http://gammelestrup.dk/
RESEARCH STRATEGY

• A phaenomenological approach
• Pupil perspective
• Inspired by ethnographic field work: Participant observation, photos, interviews, evaluation posters
EVALUATION WITH PICTURES
Learning in the classroom versus Learning at The Mannor House Museum
THEORETICAL STARTING POINT

Hartmut Rosa and Wolfgang Endres (2017):
"If acceleration is the problem, then the solution might be "resonance."

It’s necessary to consider our relationship to, or resonance with, the world. Otherwise the “alienation” to the world will extend.

Moments of resonance requires and strengthens inner motivation since people can only relate to the world if they are actively engaged in the development process.
The structural conditions for a pedagogical situation e.g. the social acceleration in society.

The analysis of what happens in the prism is the resonance pedagogy.

The "temperature" of the learning situation will determine how the light leaves the prism.

An optic prism as a metaphor.

The triangle as the learning situation.
THE SUCCESSFUL LEARNING SITUATION – WHEN IT "SPARKLES" (/KNISTERTERT)

**Teacher**
- Reaches the pupils
- Communicate enthusiasm
- Are engaged in the situation too

**Pupils**
- Caught by the topic
- Feels accepted/in good hands
- Are "engaged" /(einladung)

**Content**
- Recognised for the teacher as well as for the pupils as a room of meaningful moments and challenges.

The school as a room of resonance
EXAMPLES OF SPARKLING MOMENTS – WHERE PUPILS SEEM TO BE ENGAGED (/EINLADUNG)

Resonance ≶ dissonance

When the relation succeed or fail
Characteristics of the sparkling moments

- Acknowledge pupils' input
- Pupils can relate to their own lives
- Experience through senses
- (Role)play
Challenges

**Acceleration**
Museum educators
tight program

**Resonance**
Pupils spontaneity,
curiousity, openness,
engagement.
TALK & CHALK
EVALUATION: THROW THE DICE

- 1: How will you apply this in your lessons with your students?
- 2. What is the single most important thing you learned?
- 3. What else would you like to learn about this topic?
- 4. How does this fit into what you already know?
- 5. How will you apply what you learned to your life?
- 6. Free style
THANK YOU FOR YOUR PARTICIPATION
REFERENCES:

- Bølling, Mads, Rikke Hartmeyer & Peter Bentsen: ’Seven place-conscious methods to stimulate situational interest in science teaching in urban environments’
- EVA, ’Erfaringer og inspiration fra seks samarbejdspakker mellem skoler og eksterne læringsmiljøer’/2017
- Pecseli, Benedikte (red.) 2017: Børn, kulturarv og museer. Historielab
- http://gambarlestrup.dk/
DATA

- Identified moments of resonance when the pupils are taught on the manor house museum and in the classroom (we have been looking for "signs" of pupils involvement and a feeling of "condensation"/intensity)

- Described the situation in our field notes "objectively" (the setting, what happens, who says and do what etc.) and by using our senses (smells, sounds, feelings etc.)

- Completed the interviews with pupils individually asking questions about what they liked and disliked + reasons for their answers. We used photos from the visits in the class and at the manor house museum to help the pupils to relate to the specific situations.

- Completed the motivation posters with the pupils the day after/a few days after the visit at the manor house museum. We have asked the pupils to categorize the photos in three categories: What they liked most, a middle category, and the activities they liked least.