



Urban Education Program Vic, Spain 25-27 April 2019

Thursday 25 April

09.00 – 15.00	ECO/TIG leaders meeting
16.30 – 18.00	Registration and mingle
18.00 – 19.30	Opening ceremony, plenary lecture
19.30 - 21.00	Opening buffet

Friday 26 April

09.00 – 12.30	School Visits
13.00 – 14.00	Lunch at the university
14.00 – 14.45	Welcome and brief discussion about the school visits
14.45 – 17.30	<i>TIG presentations</i>
14.45 – 15.15	Title: <i>Continuities in the educational occupation of the urban spaces. The case study of Vic and surroundings.</i>

From: Núria Padrós (Uvic-UCC, psychology department), Spain,
nuria.medina@uvic.cat
Eulàlia Collelldemont (Uvic-UCC, Department of Pedagogy), Spain

In our professional career, we have done different researches in which we use the history as a way of understanding the structures of the present of the education. In this paper, we want to present the results of the last research project based on the representations of the education during the XX century in our context.

Specifically, using the historical documents and visuals, as maps, street directories, photographs and documentaries, we are going to explain the results of analysing the history of the construction of the urban space in Vic and surroundings. Focused on the educational buildings we present the analysis based on the next categories:

- Typology of educational service: kindergarten, primary education, secondary education, university, music school, educational training centre.
- Reasons of construction in an specific space
- Accessibility of the educational building centre in a physic and social meaning
- Using of the buildings centres as an ideological propaganda too

This analysis will allow us to think about the currency and obsolescence of the old problems, desires and projects. We consider that the result give us a different perspective to revise the present educational buildings and it challenge us to think about the immediate future.

15.15-15.30

Title: *Parent-Teacher*

From: Adri Menheere, Amsterdam University of Applied Sciences (HvA), the Netherlands, a.menheere@hva.nl

Adri will talk about a project on parent – teacher conferences that he has been working on lately.

15.30 – 16.00

Coffee break

16.00 – 17.30

Title: **Workshop** ‘Intercultural competencies in education’

From: Astrid van Schoonacker-de Groot, University of Applied Sciences Leiden, faculty of Education, the Netherlands, schoonacker.van.a@hsleiden.nl

The world is becoming more and more globalized and our societies are becoming more divers. Does this require different education for children and their teachers? Jacques Delors came in his [*Learning- the treasure within \(1996\)*](#) with the model of four pilars for education: Learning to be, learning to do, learning to know and learning to live together. Intercultural competencies, the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions, are important in this model and in (world)citizenship education of the 21st century. But how could we facilitate the development of intercultural competencies of our (student) teachers and how can they facilitate the development of intercultural competencies of their pupils? This will be the main question of this workshop in which we will exchange our knowledgde, experiences and good practices for teacher education and primary schools.

After a short introduction and after a number of good practices from the faculty of Education of the UAS Leiden are shown, the TIG paritipants will work in small groups on an activity that will facilitate the development of an intercultural competence of (student)teachers or primary school pupils of a certain grade. At the end of the workshop the groups will give a short presentation about the activity they have designed.

17.30 –18.00

Conclusive remarks/information

18.00-

Visit to Montessori lab (optional) or Visit to the Faculty of Education premises (optional)

Saturday 27 April

09.00 – 11:45

Presentations TIG

09.00 –09.05

Welcome/information

09:05 – 09:35

Title: *Issues in Urban Schools: Does Safety Matter?*

From: Dr. Nurun N. Begum, East Stroudsburg University of Pennsylvania, USA, nbegum@esu.edu
and Dr. Mahfuzul Khondaker, Kutztown University of Pennsylvania, USA, khondake@kutztown.edu

In summer 2018, about 108 students participated in a program called Philadelphia Urban Seminar. It is a two week immersion program which allows students to work with children in the Philadelphia classrooms. After the two weeks experience, about 60 students participated in a guided focus group discussion to express their concern about school safety issue and many measures taken to address the problem. They also shared their insights on how violence in school and/or fear of the violence impacts the academic achievements of the students. In this presentation the researcher will present the opinion of the students by using four different categories: 1. Socio economic conditions, 2. Home environment, 3. Mental health, and 4. Parent-child relationship---rethink]. The researcher will share different scenarios and cases shared by the students by using above perspectives. A small mediation activity will be conducted to help the audience to understand the importance of safety in urban schools.

This presentation will focus on the perspective of future educators about different measures taken to prevent/deter school violence and also how, according to their view, school violence impacts the academic outcome

09.35 – 09.45

Short stretch/energiser

09.45 – 10.30

Title: *School careers and life histories of early adults in a diverse society*

From: **Drs. Rosa Rodrigues, Rotterdam University of Applied Sciences, the Netherlands, g.rodrigues@hr.nl**

In this study we followed pupils on their journeys through educational institutions and workplaces from the ages of 10 to 28. In the present study, at the age of 28, young adults look back on their lives and speak in a open-hearted manner about their dreams, successes and failures. Some of the students will be seen advancing smoothly from primary education to work, while others will be seen falling by the wayside through the sieve of the sorting machine called 'school'. Still others seem to lose the battle in our so-called 'meritocratic society'.

The following main questions will be addressed in the investigation:

1. How do the (school-) careers of 10-to-28 year-old students develop?
2. How are these careers experienced by the students themselves?
3. What explanations can be given from various theoretical perspectives?

The study is as a longitudinal 'embedded case study' using repeated, in-depth interviews at the ages of 10, 16, 21 and 28 years. Qualitative data analyses were conducted by using ATLAS-ti in order to look for patterns and themes in the transcriptions of the interviews. In the context of this research design the stories of the young adults will be the main focus. In the data analyses we always look for confirmation or rejection from our theoretical perspectives and research conducted elsewhere. The research method may be typified as a form of 'narrative inquiry', providing extended descriptions in which early adults are depicted as persons with their own profiles and unique possibilities.

10.30 – 11.00

Coffee break

11.00 – 11.45

Workshop: How do universities prepare student-teachers for the urban school?

From: Dr. Nurun N. Begum, Associate Professor of Education East Stroudsburg University of PA, USA, , nbegum@po-box.esu.edu

To all participants: prepare this topic before the workshop. Please answer this question in one page. In the workshop we are going to use this data.

11.45 – 12.00	Way forward and evaluation (selection Co-Tig leader)
12.15 – 13.00	Closing ceremony
13.00 – 14.00	Lunch at the university
15.00 – 18.00	Sport activities
20.00 – 23.30	Conference dinner at La Vila dels Masramon