
Projekt number: Projekt 2018-1-DE03-KA229-047417_1

Teachers' workshop Hungary

1. Description of the activity

Our workshop aimed to discuss interdisciplinary teaching methods. The participants were teachers from Germany (Christine Koenen, Ursula Kirchdörfer, Olga Rempel), from England (Tanja Mergler, Martin Back, Csaba Dolák) and from Hungary (Enikő Vargyas, Tamás Torday, Zita Kálmán). The main goal was to gather ideas about interdisciplinary teaching and provide tools that can be used in our schools.

As a starting point we had a presentation about a former project incorporating art and history. This was meant to raise questions and ideas. We worked in groups to discuss possibilities in our subjects – math, art, economics, eurithmy, languages, hand work. We found ways to work together on different levels.

After having brought up individual ideas of linking subjects in teaching we came to the conclusion that the best way to interdisciplinary teachings leads through projects. Thus we took some time to work out how projects can be incorporated in our schools. We also took a quick look at what different aspects have to be considered to make a project successful.

We differentiated between two possible approaches: having projects in „slots” and having projects in „blocks” during our school year. First we discussed how to outline an interdisciplinary project in general. Then we chose one idea and worked on the details – this way we made an outline for a certain topic and a specific age group that can be adapted easily by our schools.

The chosen topic was „Ethics and economy” meant for the 11th grade. We discussed in detail how this project can be implemented. Solutions with regard to the project tasks, methods, activities, measurement tools, outcome products and evaluation possibilities were suggested in groups. We incorporated a multi-subject approach and worked out the frameworks for the adaptation.

2. How did the participants benefit from the participation?

The workshop offered us a lot of new ideas and created a synergic effect during the discussion. We prepared an overall gist of project-based interdisciplinary learning. We were able to make recommendations on a general level and at the same time we had the opportunity to go into details and emerge into an exciting and socially relevant top

ic. Thus we were able to get important methodological and didactic tools that we can use in our future projects and in our everyday work as well.

The detailed outline of the „Ethics and economy” project can be easily adapted by any of our schools.

We defined learning objectives as follows:

- students understand the working of politics and society
- judgement based on information and understanding of processes
- be able to make responsible choices
- see things in context.

We listed the following subjects that might be included:

- ethics
- economy
- politics
- sociopsychology
- biology (biochemistry)
- literature
- drama
- arts
- mathematics (statistics)
- history
- geography
- languages

We defined an activity pool that enables a wide range of activities to choose from according to the characteristics of the given school and student group as well. :

- movies (Die Welle) (The Reasonable Doubt – Twelve Angry Men – die 12 Geschworenen, To Kill a Mocking Bird)
- group work and individual work
- Milgram-Experiment
- setting up parties within the school, with leading candidates
- „current affairs”: presentation of what happened in the world on a weekly basis, they can reflect upon it in several ways
- text work – making experience of political speech, rhetorics (e.g. Hitler’s speech and Churchill’s or Martin Luther King’s speech; approach micro – local person, macro – some known historical figure), preparing speeches – a way to differentiate
- inviting politicians, local priests, businessmen, visiting the parliament
- comparing different democratic systems in diff. countries; what is democracy
- debating techniques, experience with written discursive argumentation
- fake news, manipulation, propaganda
- Chomsky’s book ‘Who rules the world’ Adam Smith – the masters of mankind
- crafts need to be involved – a product is always a result of a culture of collaboration; a crafted product as some contribution to community, craft project considering the same aspects and principles that are being discussed in the project = „put it into context”, being part of something bigger. Go from the will to the mind. Ecological footprint of a product. Show them alternatives, so that they can find their way out.
- anything they come up with

We also discussed possible assessment requirements and individual project outcomes.