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[SPEAKER_00]
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[SPEAKER_01]
Good afternoon and welcome to After Us Becoming Better Ancestors.
Today we're talking about a course with an unusual premise.
Instead of reading about biases, learners had to design a game that helps adults see it.
The bias in question is adult-centrism.
The assumption that children and young people are not yet people still developing, but not competent.
And this week we had students from across Europe joining us for five days in person where they had to design their own educational games.
And they had three choices that they came up with either a board game or an app based game or a drama game, but they were also free to mix elements of the games.
So without further ado, I'm introduced by three students from Czechia.
If they'd like to introduce themselves first.

[SPEAKER_04]
Okay, hi, my name is Alžběta or Elisabeth and I'm a student of pedagogy.
I am going to teach, hopefully, history, French and ethics.

[SPEAKER_01]
Fantastic, thank you.

[SPEAKER_02]
Okay, so hi, I'm Katia.
I'm studying English and Czech in primary education.
And I chose this course because I think that children are supposed to be viewed the same as adults and that we are all humans.
And I was really interested in what I'm going to learn and how I'm going to use this information in my teaching practice.

[SPEAKER_01]
Great, thank you.

[SPEAKER_03]
Hey, hello, I'm Alice and I study art and English also for education.
And my reason to join this course was because I actually always thought about this problem, especially when I was younger, but I never knew that it has a name.
So it was really interesting to find out that yes, and that people actually talk about it.

[SPEAKER_01]
Fantastic.
So if you think, keep in your mind why you signed up for the course,

what were your expectations before?
And now we've finished, we've come to the end of the physical part anyway.
The students will continue online when they finalize their challenges.
What has surprised you about the course?
What did you learn that you didn't expect before you came?

[SPEAKER_04]
For my expectations, I wasn't quite expecting this when I was reading about the course.
I didn't think we were going to design a game.
So that was quite surprising for me.
And now I am really satisfied with what we came up, what we did learn.
Because it helped me a lot and I really like the part when we can collaborate between each other, between countries, so that's quite nice.

[SPEAKER_01]
Lovely.

[SPEAKER_02]
I also wasn't expecting anything, actually, because I didn't read much about the course because it was the first time I actually went abroad that's farther away than Poland, the next country to our land.
And so I was like, let's just make this so impulsive that...
I won't even know what I'm going to do there.
It's just about adult centrism and I want that.
So I didn't expect anything, but I really enjoyed this course.
I liked the teamwork between the countries and I also enjoyed making the game because I think games are important in education as well and that we can live experiences through playing games.
So I really liked the whole course.

[SPEAKER_01]
Yeah, thank you.

[SPEAKER_03]
Okay, well, I don't really know if I had any expectations, because we were just told we'll be designing a game, but I didn't know if it will be a board game or an app.
Then we discovered that we can actually choose, which was pretty cool.
So I'm glad that we could.
And it was really interesting to work with people from other countries and, yes, like compare our experiences.
And I think what surprised me was to find out that in other countries there are like completely different systems.
And that means that they have different problems from us.

[SPEAKER_01]
Absolutely.

So we are fresh actually from the Midway presentations.
So there were six presentations from six different teams and all three of you in the same team, in Team Appless.
So your challenge was designing an app.
So while you still have it fresh in your mind from today, maybe tell people listening about your challenge and your teamwork and what you've come up with so far.

[SPEAKER_04]
Okay, I will start.
Firstly, we started with the thought of an escape game, but then we scratched that a little bit and it was more into the negative ways because we were really enraged by the things we learned about alt-centrism.
And then with one of the genius ideas of our teammate, we came up with the module where we let the adults try children experiences, the bad and not bad, but the more positive, the more negative and the more positive ones.
And we would like to make it the worldwide phenomenon, which can every person from every country try.

[SPEAKER_03]
Do you want to add something?
Yes.
Well, actually, we heard that two other teams are doing an SKM, so we did what we do the same.
But yeah, I think I'm kind of proud with the thought of that it will be an app where people will have to fulfil some tasks.
basically to pretend they are children and try to think as imaginative as they do to be as creative so they can also see the like qualities that children have and adults sometimes lose.
And also that they can think about how they feel while doing it.

[SPEAKER_02]
Yeah, because some of the activities that we already came up with is like the more negative one, for example, sit still for five minutes and see how the adult actually feels about sitting still because we always tell children to sit still and not do anything.
that's one of the challenges or maybe like our favourite pretend to be a horse because we love horses in this team and we actually want this app to be to connect digital space and real life so that the people doing the activities can take pictures of them completing their tasks and so yeah so that's our app so far

[SPEAKER_01]
Yeah, very good.
And people watching the presentation will have seen many horses, as you mentioned.
The horses even run throughout the presentation, which is very cool.
So today you also saw some other groups.
What were some particularly interesting things you learned from your colleagues and teammates?

[SPEAKER_02]

What I liked was the last group with the fairy tales.
Because I was really, I really started to think about the fact that adult centrism can be seen even in fairy tales and in the way we portray children in these stories.
So that was actually very interesting for me.
And when I get home, I'm probably going to watch a fairy tale and think about it through an adult centrist view, I think.
Yeah, I agree.

[SPEAKER_03]
But yeah, also, there were more than two countries here.
So again, I'm turning back to the cultural differences.
And so I was kind of surprised with like, there was like a board.
Because there was one team where there were people from three different countries and they had this board with like the problems they have in education.
And it looked like in Italy they...
Well they had also like many of the problems but also like some bonuses that for example they don't really have that much problem with like financing as we do but at the same time they have like too many teachers who just don't have a job but in our country actually we don't have enough teachers so yeah that's really interesting.
That's a really big difference.

[SPEAKER_04]
Yeah, and I was, or maybe I'm more interested in the one only remaining escape game, which was left in the ideas because the two drama groups for the first pitch was both to do escape game.
And the escape they came up with, it will be quite interesting.
I'm really interested where they are going to with it.
And also the game from the first group.

[SPEAKER_03]
Yeah, that sounded interesting.

[SPEAKER_04]
Yeah, I do want to see how they are going to put it together.
It looked like a really big task.
Definitely.

[SPEAKER_01]
Yeah, the escape room team came up with quite a punchy name, which is Escape the Bias.
So they had some good branding there.
But I mean, all teams actually in this challenge for the listeners, we have the theoretical background from adult centrism with some micro lectures on the concepts.
But the way that the course progressed was that students needed to work with a model called challenge-based learning, which we've talked about on other podcasts and is an important feature for us in the Chartism Higher Education Research Institute, because
What we're also trying to do is actually move the teaching away from an adult-centric perspective.
So we empower the students to help shape their own challenge and

mostly work autonomously in their teams with support from us teachers and scaffolding the learning.
So I'm really interested to hear from you.
How did you experience the challenge-based learning approach and how do you compare it to other teaching methods you've experienced in your countries and what your colleagues taught you about how they learn in their countries too?

[SPEAKER_03]
Well, I've so far only read about this type of teaching, so I had only the theoretical knowledge, but I don't think... I mean, I guess we did it at school, but it wasn't that big of a project.
It was usually just, I don't know, make a poster or something like that.
So this was definitely something different, and it's harder than just...
writing an essay or something like that, or creating a poster.
But it was really interesting because there were so many ways where to go.
And basically, yeah, you are really free to choose anything you're interested in to take any role that suits you.
And I think that's great.

[SPEAKER_04]
I think in our schools, when we were children, the new styles of teaching were at the beginning.
So we didn't have the opportunity to try as children so many things.
The children nowadays, in my experience in teaching, are trying.
So I never came up across like practically about this type of teaching.
So this was my first time.
And what I saw when we were trying to do like the first phase, the engage phase with the papers, we are really hardly focusing on the like the writing of the task, sorry, the writing of the task and what was written.
And we are, oh my God, we don't understand what,
What do you want from us?

[SPEAKER_01]
That's all purpose.
Initially, you got to be a bit confused to learn.

[SPEAKER_04]
We were like, how can we do this tab?
Oh, no.
The English word.
Table.
Oh, table.
We were so confused because the instructions were as clear as we maybe would like.
So I could see there the things that we are not used to, the instructions that they're clear.
And there is a one way of doing things and you need to figure out the one right way.

[SPEAKER_02]
I think this is also connected to the way that school usually made me feel like if I say something wrong, the world is going to end because there's only one way to say the thing.
And I feel like this way of learning really challenges the fact that there are more ways to view things and to do things.
And I usually don't like teamwork.
But I actually really liked it here because I feel like the roles are great that everyone can do what they do best.
And it's basically not on the teacher to say you do this and you do this, but on the team to make their own decision who does what.
And I think I really enjoyed this way of learning.
And we were also discussing that children in our country usually don't like actually project learning.
Every time I talk to my peers, I say, oh, I'm going to be teaching and I'm going to try to do more active way of learning.
And they always tell me, well, I always liked the front way of teaching.
I always loved when I just sat there and wrote the things the teacher told me.
It's like the kids are scared to do something by themselves because they think they're going to get it wrong.
And also it usually requires more active work.
I think it's not just passive income of information.
You actually have to do something.
And I think that actually scares children sometimes.

[SPEAKER_01]
Yeah, yeah.

[SPEAKER_03]
For me, it's very important, this topic, because I want to be an art teacher.
And I feel on myself that since I started going to school, I actually started being less creative, which is really bad for me as an artist.
And I can see it on my classmates that also go to the art department, that some of them, I feel like they are more creative than me because they are not scared of like some abstract art, similar things.
And I had to like reteach it, relearn it again.
Because I feel, unfortunately, school sometimes takes that from you.
Because they just tell you, you need to do it like this.
And there is a picture that you need to follow.
And basically your own artwork should look very similar to it.

[SPEAKER_01]
Yeah, I think that it's a really good point that people living in kind of fear of getting the wrong answer are not going to be creative because we don't have all the answers as the teachers.
And traditionally in the adult-centric teaching position, we do, we know what's right and that's it.
And we don't really change our teaching.

We use the same kind of teaching materials year after year because that's quite fixed.
So
In the challenge-based model, we also want to learn a lot from you.
And we, of course, have some expertise and want to guide you and support you.
But we also really learn a lot from your different backgrounds and you're coming from different countries.
So it's very rewarding, I think.
But also for students, when you get to the, I say real world, but like when you get to work, there's not always going to be someone there saying, do this, do this.
You obviously have tasks and you get instructions, but you're going to have to figure things out for yourself.
at some point so i think having that relationship of always just relying on the teacher as an authority figure is not the best uh best preparation okay so i want to ask pick out maybe one moment from the course that you found the most memorable oh my god that's so hard yeah oh that's good to hear yeah um
But if you don't think just about the course, also, is it your first time, everyone, in Norway?
Yes.
Okay, so tell the listeners a little bit about the social experience outside the class as well.

[SPEAKER_05]
Oh, my God.

[SPEAKER_03]
Very strong.
Well, first of all, I would say, like...
Like this is the only city I've ever visited of Norway, so I don't know if it just describes Stavanger or if it's Norway at all.
But I feel like there is really big artistic spirit because everywhere I look there is some statue or some graffiti, some street art, which is like really cool, but sometimes it's a little bit scary.
Especially if there is like a statue that just looks into your window and stares at you.
There are so many hands.

[SPEAKER_02]
Or the thumb.

[SPEAKER_03]

I feel like in my country, people are a bit scared not only to do mistakes, but to do a lot of things because they always try to find a reason why it's not possible to do it.
But here, I feel like everyone is just like, okay, why not?
If I want to do it, I will.

[SPEAKER_01]
Creative freedom here.

That's nice.

[SPEAKER_02]
I also noticed, like, one of the first things when I came here is that all the cars always let me go on the... Yeah, yeah.

[SPEAKER_03]
That's really weird.

[SPEAKER_01]
Good drivers.
Yeah.
Also, they're mostly electric, so you can't hear them coming, so it's quieter.
That's scary a little bit.

[SPEAKER_03]
Also like buses, I was crossing the road and there was like a really difficult space where a bus that is longer can turn and it still stopped because of me.
So I was like, oh my gosh, thank you.

[SPEAKER_01]
Okay, so good pedestrian-centric behaviors from the people.

[SPEAKER_05]
Yeah, important for us.

[SPEAKER_02]
Also, I noticed that people always leave the lights on.
Yeah, and I don't know why.
And not close the curtains, and I just see their living rooms, and it's scary sometimes.

[SPEAKER_04]
Yeah, I think in our country, it's a little bit based on our history, because we were under the communist regime.
Yes.
and we had to keep to ourselves and if the family made something with it which wasn't like communist right or right by the communists there was possibility that the neighbor would tell on you so we are really
and we like our own private space because there is still the little bit like what if you don't want everyone else to know what are you doing because they could tell on you even though you're not doing anything but I mean like

[SPEAKER_03]
People in Czech Republic are really nosy and judgy.
What should you do?
I don't know.
I mean, I live in a countryside, so there are just like few houses in our village.
Everybody knows everyone.

And still, after dark, I immediately close the curtains because I feel washed.
Me too, yeah.

[SPEAKER_04]
But I noticed them in France, in the countryside as well.
There are just grannies sitting on the street and watching everything.
So they have their own security system.
I think it's just like a countryside thing because they just want to know.

[SPEAKER_03]
Because I've been to an exchange stay in France for a week.
And when my French student came to my village,
Well, she was basically half African, half French.
And like nobody in my village ever seen someone like that.
So they were like really confused because I was showing her our village and we were talking in English.
And they were just like, oh my God, what's happening?
Oh my God.
I hope she had a nice day.
I hope so too.

[SPEAKER_04]
And they're like, you're listening to it.
Yeah.

[SPEAKER_01]
Okay, so you had a good time in Norway.

[SPEAKER_04]
Yeah, the nature is amazing.
Good to hear.

[SPEAKER_01]
Lovely.
So we're going to wrap up.
Just one last question, which is, what would you say to students who are preparing to come here?
What would one piece of advice be if you're joining this course?

[SPEAKER_02]
Oh, only one.

[SPEAKER_01]
Okay.

[SPEAKER_02]
Bring a lot of shoes.
I want to say bring a lot of money.
Okay.
Or food.
Yeah.

If you're from the Czech Republic or somewhere, I don't know, like everything is so expensive in here.

[SPEAKER_04]
Yeah, the prices are the same as in Czech Republic, but in the Norway Krowns.
Ah, I see.
So this double.
It's scary.
It's a double of our prices.
Yeah.
It's so scary.
I don't know.
Maybe...
I don't know.
We had a really nice weather this week.
So I think we just got really nice weather.

[SPEAKER_01]
Yeah, it was lovely.

[SPEAKER_02]
And for the course, I think like, just don't be scared.
It's fun.

[SPEAKER_01]
Come with an open mind.

[SPEAKER_02]
Yeah, open mind is a really good thing to have.

[SPEAKER_01]
Lovely.
Thank you so much for sharing your reflections.
Really, really lovely having you here and wish you all the best with the rest of the course because we're not finished.
Students will be completing their challenges and their prototypes online.
So we're all very excited to see what they come up with.
So thank you everyone for listening.
Until next time, goodbye.

[SPEAKER_00]
You have been listening to a podcast from the University of Stavanger.