

## Abstract

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**Interdisciplinarity in a transnational setting: Seminar ‘Education for Sustainable Development/Global Learning - Perspectives from Uruguay and Germany’ as a programme in interdisciplinary primary school didactics**

## Concept

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| Interdisciplinary perspectives on specific key sustainability topics through transnational expert lectures   |
| Interdisciplinary/interdisciplinary work as a fundamental key competence of future teachers (KMK/BMZ 2016, 72)   |
| Virtual and collaborative exchange (cf. O'Dowd 2021) between students from both universities without prior knowledge of foreign languages by means of <ul style="list-style-type: none"> <li>• social media and the integrated translation tools</li> <li>• Joint design of a digital discovery workshop (Padlet) for interdisciplinary ESD/global learning topics in a bilingual version</li> </ul> |
| Practical testing of the cross-curricular formats in the educational field with primary school children in Uruguay and Germany   |
| Joint presentation of the digital and interdisciplinary discovery workshops (padlets) and reflection on the practical trial phase through transcultural, student WhatsApp groups   |
| Interdisciplinary discovery workshops (padlets) as an occasion for transformative/transgressive (cf. Rieckmann 2021, 15) learning: The optimised discovery workshops are uploaded for free download on websites of both universities to promote ESD/global learning educational work in and out of school  |

## Participants

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| <p><b>Country: Uruguay</b></p> <ul style="list-style-type: none"> <li>- <i>University of Education Montevideo:</i> <ul style="list-style-type: none"> <li>• Students teaching primary school</li> <li>• Lecturers: Biology</li> </ul> </li> <li>- <i>Faculty of Law of the University of the Republic/Institute of Human Rights:</i> <ul style="list-style-type: none"> <li>• Director: Law</li> </ul> </li> </ul> |
| <p><b>Country: Argentina</b></p> <ul style="list-style-type: none"> <li>- Freelance art therapist, translator and animal welfare specialist</li> </ul>   |

**Country: Germany**

- *Martin Luther University Halle-Wittenberg*
  - Students of the primary school teaching programme
  - Lecturers: Biology, interdisciplinary primary school didactics
- *Centre for Teacher Education at Martin Luther University Halle-Wittenberg*
  - Responsible for structural and project development, quality management
- *Helmholtz Centre for Environmental Research - UFZ:*
  - Head of the Department of Conservation Biology and Social-Ecological Systems: Agricultural Science, Ecology, Biology, Lepidopterology
- *Ministry of Science, Energy, Climate Protection and Environment of Saxony-Anhalt*
  - Head of Unit: Engineering Science
- *Environmental Education Centre Halle/Franzigmark*
  - Teacher at grammar school (natural sciences)
- *August Hermann Francke After-school care*
  - Head: Social education

**Tools and environments**

**Hybrid rhythmisation by means of ...**

*digital rooms:*

- Video conferencing system
- WhatsApp (mobile instant messaging application)
- Translation tools (deepl, google translator, chatgpt)
- Padlet (online visual collaboration tool)

*analogue rooms:*

- Seminar room
- Meadow (back-) university campus
- Primary schools in Montevideo/ Uruguay
- August Hermann Francke After-school care

**Learning environments ...**

- - formal, non-formal, informell (Rehm 2017, 46)

## Realisation

The cooperative seminar 'Education for Sustainable Development/Global Learning - Perspectives from Uruguay and Germany' addresses several interdisciplinary and bilateral expert lectures on key ecological topics, including wilderness education, water resource management and global insect extinction, with a focus on mutual knowledge transfer (Ruser 2021, 408). The lectures are seamlessly integrated into interactive sequences in which transnational student teams (Göbel, Buchwald 2017, 74) re-contextualise the content from a primary school pedagogical perspective via Virtual Exchange (cf. Küplüce, Werner, Rolka, 2022) using social media communication and integrated translation tools. This is done through the joint development of digital discovery workshops on the online collaboration platform Padlet (Park, Farb, George 2023, 407), which provides a communicative-interactive setting. It offers students both formal and non-formal and, in particular, informal learning environments (Maschke, Stecher 2018, 152). The content should be explicitly interdisciplinary and bilingual (see figure in the appendix).

The practical testing of the jointly developed interdisciplinary educational materials will take place in primary schools/after-school centres in both countries. Following this trial phase, the participants will present the results and subject them to critical reflection.

Once the content has been optimised accordingly, these educational offerings will be published on a digital platform (Bernhard-Skala, Sonnenmoser, Tombeil 2024, 143) of both universities for free download in order to facilitate access to interdisciplinary and transnational educational resources (transformative/transgressive learning) for the educational field.

The cooperative process described is accompanied by three separate written (pre-, intra-, and post-) surveys, which are subsequently analysed using qualitative content analysis according to Kuckartz (2022).

## Appendix:

- Literature
- Seminar programme