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[SPEAKER_00]
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[SPEAKER_06]
Hello and welcome back to After Us Becoming Better Ancestors podcast from the Childism Higher Education and Research Program.
This week we've just wrapped up our final blended intensive program of the semester and we've been looking at childism and archiving the climate movement.
So it's Tim here and I am joined by... Sara.
and Andrzej and Kacper.
Great.
So we've had a five days intensive in-person week where we've done the first two stages of challenge based learning, which you will know a lot about if you're regular listeners.
And I want to just kick off with the students.
So tell me, why did you guys apply for this course?
What interested you?

[SPEAKER_05]
So I was really interested in the history part.
I was wondering what is archiving and how historians work.
So this was like the biggest show for me as I was wondering how it looks working in the museum, for example.
So this was the first kickoff.
But during the week, I got really interested in like
the other aspects with climate change and childism.

[SPEAKER_04]
Yeah.
And for me, it was in the beginning, I didn't like pay that much attention into the course itself.
But after I got in, I realized that it's pretty interesting.
Obviously, we're going to talk about it in a bit more in depth.
But yeah, I just got here because it seems like fun.
I haven't seen anything like it, like where I come from.
We don't have like that sort of
courses, modules.
So yeah, it was fun to test.

[SPEAKER_06]
And for context, the students were working on a challenge where they had to propose future solutions that could help historians write about child and youth contributions to the 21st century climate movement.
So they had to create an archive showing people in 50 or 100 or even 500 years what the climate youth activist movement looked like today.
So they were relatively free, as I said, within the CBL model to choose what kind of things they would include and had a week of workshops, lectures, museum visits to help inspire them.

But plot twist, Sara is not a student.
Sara, do you want to tell us what your role was in this experience?

[SPEAKER_01]
Yeah, so I was part of this as sort of like the expert on childism.
So my background is that I have done quite a bit of participatory studies, especially with children.
So I'm quite concerned with children's agency and that I'm quite concerned with that children should have due weight in matters that concerns them.
So for me, this was also really interesting because I haven't really looked that much into climate, but then looking into how history has sort of neglected children's voices was really interesting.
important, but also really interesting to discuss with both you, Tim, and then also the students.

[SPEAKER_06]
Thanks.
So we finished this at the in-person week, but the course goes back online as blended intensive programs have these online and physical components.
So today we had midway presentations, very exciting, and the students will continue working and then present the final archives in a couple of weeks online.
So we've talked about what you kind of thought the course was going to be like, but now that we're halfway through and you've kind of experienced it, what things have surprised you?
What have you learned?
What are some highlights of the week you want to tell us about?

[SPEAKER_04]
First of all, after the in-person week, I learned so much about the topic.
I didn't know it was going to be that complex, to be honest.
I've learned about how certain dynamics work in the childism era.
How it honestly operates right now.
There is a lot of thought that I didn't expect coming into this.
And yeah, so it was when we were doing the presentations, the midway presentations today, we had to like really try to like think about some much more stuff than I thought I was gonna.

[SPEAKER_05]
Kacper?
For me, it was like...
The exercises and the things we did were not forced to make us think about such stuff as those topics, but it was really smooth to get into these topics and get really interested.
in climate change and just how those things works.
Also like seeing the archive here in Stavanger and those real old documents for like the first thing we did was also very fun and something I really enjoyed.
So I think those exercises where we got deeper into those topics were, I think, the best thing for me.
I would say something like that.

[SPEAKER_06]
Yeah, yeah.
So the course is quite demanding in that...
It required the students to look at multiple concepts at the same time.
They had to think about childism that Sara introduced, which is also related to adult centrism that listeners on other podcasts will have heard about, plus historical issues and archiving.
Both archiving in the sense of the practical part of how you store archive materials, both physically and digitally, but also about the choices you make in terms of what to archive and who you include.
Do you include...
Children, things made by children or things that adults have asked children to make.
How do you find more marginalized groups for perhaps children from the global south and people from other groups?
So lots of interesting decisions that the students had to make.
So how did you choose what to prioritize with all of this conceptual stuff floating around, plus the challenge-based learning method?

[SPEAKER_05]
I think that we had like a variety of things that we had to think about.
So we were thinking what is the best in our opinion, what is the most important and just we had to exclude some things that weren't so necessary to include.
And we wanted to make it as professional as possible and sort of think about this all around to include the best things.
And also, as I said, with those exercises and lectures and museum visit,
every of these things like show us a little bit more from each side so this was really good to implement to our work yeah for me

[SPEAKER_04]
Because at the end of the day we did, our goal is to create an archive at the end of the module.
So this was kind of the priority for me, is to present something that's worth archiving maybe.
But yeah, the whole process of it really captured my mental this week.

[SPEAKER_06]
Yeah.
That was it for you, Sara, teaching this.

[SPEAKER_01]
I think it was so interesting for me to also jump into the other subjects.
Like, I have no experience with anything archive-esque, kind of.
So I think I also told you guys as well, like, oh my gosh, archiving is so cool.
Yeah.
And I really thought that because we went down to the actual

physical archives looking at these very old documents.
Like they were showing us documents from when Stavanger became a city, I believe it was.
And like I just found it so interesting that we could see these very, very, very old pieces of paper from like the 1500s.
I don't know.
Fact check me on that, please.
But also just the fact that they were talking about how that was made on calfskin.
So many interesting facts that I know nothing about, and then combining that with the knowledge I had from before about childism, and then seeing how you can work with childism in a different format.
So thinking about, okay, how can we take childism, blend that with archiving, and then thinking about the future.
Like an historian, what do we need to store of information to sort of make sure that the future people will know about children from their perspective from this era.
I think that was really cool.

[SPEAKER_05]
I would also say that in other challenges such as this, we had to somehow come up with the problem on our own.
So here where we have like this kind of thing that we had to do from the start to do the archive, it was easier to go for it than just making ourselves like a new problem that didn't really existed and then trying to find solutions.
for a week time when we had like a specific problem to solve it was a lot better than the other way around you know

[SPEAKER_06]
And yeah, we point to the fact that you got given a kind of challenge and a problem to solve that I read out the challenge statement.
And with challenge-based learning, it can be quite flexible, as you say, Kasper, that sometimes it's very open, so your challenge is just something like you got a big idea about climate or about food waste or about sustainability, but you can then develop it yourself from that, so it's very open-ended.
This was giving you a bit more of a direction.
But hopefully within that, you still have the freedom to be quite creative and think about the choices you wanted to make as we've discussed.
So coming to that, how did you find working in small teams?
Because on this challenge, the teams were only three people.
Think about that.
And would you maybe prefer to work in like a team of six?
Or would that have been too big?
Because we had an element, not of a competition, but it was interesting to see what two different teams came up with.

[SPEAKER_04]
for me I think the the three members for me is like kind of the sweet spot which is not when it's not like a duo because then it's

kind of when we if we like had the same group of six people as we were on this course and we had teams of two it would be like too close I think
It would be more of an individual, it would feel more competitive than it is as in the groups of three.
And I think maybe three, maybe four is always for me the sweet spot because we have enough people to differentiate the topics, to differ the...
tasks that everybody has to do but it's also more like personal and it's not like a 10 person 10 people team where people don't know each other

[SPEAKER_06]
No, we never go bigger than six usually in Challenge Based Learning.

[SPEAKER_05]
I think that four is really like a sweet spot, three-four, because like in this kind of conceptual stage of working, if we have less people, we have less... It might sound not good, but having less voices to like come up with idea is like...
easier to actually do this idea actually come up with it and in the stage that we would like really work on it in the physical world I think then having a bigger group of pairs of people would be better because like everyone could get their own likes
thing to do like some logistics and and other stuff but if it comes to making idea i think as uh Andrzej said those three four people persons are uh like the sweet spot yeah and thankfully uh you're on different teams for the first so now actually you can you can tell us so Kacper maybe you want to go first again what is your team's name and your idea so far
So my team's name is Cinema because it combines the Italian and Polish spellings because I'm Polish and I had two girl colleagues from Italy.
And our main idea was about making an archive that would be supplementary to some already existing archive and that we would do like the three stages of our information where we could
grab some already existing information about childism and children moves in the about the climate change give them some historical or like from the science world
just background.
And then at the third stage, we would give our own context, what we think and how it looks in the in the world.
So this was basically like, this is like our starting idea that has a lot of questions still to answer, but we will work on it till the final presentation.
Great.

[SPEAKER_04]
And that was a
A beautiful response.
So we did, I had, I did unfortunately have to look it up, had to look it up.

[SPEAKER_06]

No, you're allowed, you're allowed sources.

[SPEAKER_04]
We did name ourselves the Highters, which is a combo, a combination of the words historians and fighters.
It's pretty self-explanatory, I would say.
yeah we did just like figure it out i don't know if there's like anything else to say as far as the team name but yeah working in this team has been like pretty peaceful we did have uh no issue with like connecting with the roles of the teams we did like all of the information flawlessly kind of like there there has been some issues of course for example like in the start the first
coming up with the first big solution, first big idea is always the hardest, I think.
But once we got there, it's been like a smooth sailing.

[SPEAKER_06]
And what's one thing you learned from the other team's presentation that you thought, oh, that was cool, and you watched it?

[SPEAKER_04]
Oh, what did I learn?

[SPEAKER_06]
Yeah.

[SPEAKER_03]
Go on.
To never take yourself too seriously.

[SPEAKER_05]
Learning point.
I'm going to run it the other way.
I have to think a little bit.
Yeah.
Yeah.
But I really enjoyed how you come up with like different stages of your idea when you were describing how we would get your information and how we will base them on around emotions and other different aspects.
We didn't thought about this in this way.
So it was very nice to see and also learn something from it to maybe use in our case.

[SPEAKER_06]
Yeah.
And all very deliberate on our case to stimulate peer-to-peer learning and sharing from each other.
So, Andrzej, you've been to all three courses this semester from the Childhood and Higher Education research.
And to recap, that's Negotiating Politics and Deep Polarization, which we had first.
And then we had Game the Bias, Adult Centrism and Educational Relationships, where students designed educational games.

That's ongoing.
So you're basically in two simultaneously.
So
How would you compare the courses and how has it been working in different teams and different groups over the three courses?

[SPEAKER_04]
I couldn't pick out favorites, obviously.
Actually the first module, the politics one, was very different from the rest.
Yeah, we didn't use challenge-based learning.
Yeah, we did have a slight idea of this, but we couldn't expand on the topic.
So the two ongoing ones that are happening right now, they're kind of similar because we are looking through the same lens.
However, here we are even expanding further to, as we said, the historicness.
So the groups that I have been assigned with fortunately were amazing.
We are doing steady work, I would say.
We are pretty much finished with our second presentations.
We are smooth, we are steady.
Very good.
Good, smooth and steady.

[SPEAKER_06]
Okay, so I know you wanted a personal question too, so as a teacher.

[SPEAKER_03]
Yes.

[SPEAKER_06]
You know about all three of these courses and you've joined us on two as a teacher and observed, of course, the politics one.
What do you see as the commonalities and what would you add if you were going to add like a fourth or fifth or other courses within the same sort of sphere?

[SPEAKER_01]
That is a good question.
From a teacher perspective, I think it has been really lovely for me to work with the students because the way we are working in these two different subjects or these two different modules is very correlating to the ideas of childism.
And especially when we're talking about like power relations, I find it wonderful to have a module where we can experiment with the power relations and then trying to diminish that.
So I think it was also like the idea of the team chip that you talked about, Tim.
Can you explain what the teamcher was?

[SPEAKER_06]
Yeah, so in challenge-based learning, there's a kind of a cheesy concept, which is that the teacher is also part of all the teams.

So rather than being the traditional hierarchical importer of knowledge that it can only stand at the front and say, take notes and I'll test you.
you're kind of there to guide and mentor and sit with the team sometimes to check that they're on course and give them feedback on their ideas so you're invested in the success of their their teams as well so that's where the concept of teamcher comes from so i think that has been really lovely that we actually are applying that and it is a childish way

[SPEAKER_01]
to teach in my opinion i think that's been lovely and also the materials that the students are making is also really valuable for me to bring with me like for instance in game the buyers they are creating games for teacher educators or for adults and i am a teacher educator so me bringing that with me would be so valuable for like how can i teach uh future students or future teachers i mean um how to break down these power hierarchies that we have in society
Like they're giving me practical tools that I can just borrow with permission, of course.

[SPEAKER_06]
And part two of the question, think on the spot of another course.

[SPEAKER_01]
OK, so I would love to do a micro module that will still continue with childism, but also combine it even strongly with critical pedagogy and perhaps even my passion project, The Clown.

[SPEAKER_06]
Oh, yes.
Tell the listeners a bit more about that.

[SPEAKER_01]
So what I do research on is that I am experimenting with how training in clowning can make you a better teacher because it gives you a particular set of skills that I think is really valuable.
And then I connect that to critical pedagogy.
And I do believe that we can connect it to childism as well.
So for instance, the idea of co-creation, very big with the clowns.
So then doing a lot of exercises that teaches you clowning skills of co-creation can then be transferred to the classroom.

[SPEAKER_06]
Great, yeah.
Kacper, you get the final question, which is a fun one, which is, tell us some of your highlights from outside the course as a visitor to Stavanger.

[SPEAKER_05]
This is the thing that I repeatedly keep saying, that it's very nice, but very expensive.
This is what I'm saying, because the city is very clean and very

nice looking.
Everything in the context of traffic is very good.
There are many buses and it's very quiet because of electric cars.
It's very nice and very nature-based, I would say.
and also it's nice for me because i met a few Polish people here i didn't expect there to be so many of us so it's like also i feel a little you know familiar i would say yeah and it's just uh and and two things like very simple but the um water and like um
the air they are so like clean and just the trees just give so clean air and it's so good to be outside and at the same time the water is just I don't know how to say but it feels so like cold so clean so like mountainish yeah I would say so I just think it's like good for my soul to be here you know

[SPEAKER_06]
Oh, good for the soul.
That's a nice way to end the podcast and also circle back to the issue of climate and environment as well.
So thank you so much, Kacper.
Thank you, Andrzej.
Thank you, Sara, for this conversation.
Thank you, Tim.
Thank you.
We enjoyed this.
And join us again next time.
Bye-bye, everyone.

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

[SPEAKER_06]
Okay, this is the test.
This is the test.
This is the test.
This is the test.
You can play all the sounds if you want.
Yeah.
This is the test.
Yeah, get out of your system now.

[SPEAKER_03]
It's sponsored by...
Very good.
Okay.