In pursuit of new languages and narratives to enhance imagination and the capacity to talk about contemporary challenges

Andrea Troncoso, Francesca Conti, Elisabetta Tola

formicablu, Italy

FEDORA

"The limits of my language mean the limits of my world."
\- Ludwig Wittgenstein

REFERENCES

See all | Articles | Books | Film, series or video | Network & database | Photography | Projects | Reports | Websites | Other

BOOKSOTHER

FutuRISE: Future-Oriented Learning for Inclusive Science Education

As part of FEDORA Project, resources for secondary teachers and students have been produced by Professor Sibel Erduran of University of Oxford, UK and Dr Olga Ioannidou of University College Dublin, Ireland. The resource pack aims to support lessons about timely and pressing issues related to science and society such as climate change. There are four sets of materials on the topic of climate change that cover the causes and effects of climate change, facts about climate change, engagement in an informal learning environment such as a museum and discussion of future scenarios. Each set is designed to engage and empower the pupils. Extension activities are highlighted about gender and career options.

Future-Oriented Learning for Inclusive Science Education

Teaching and Learning Resources for Secondary Education

https://www.fedora-project.eu/references/
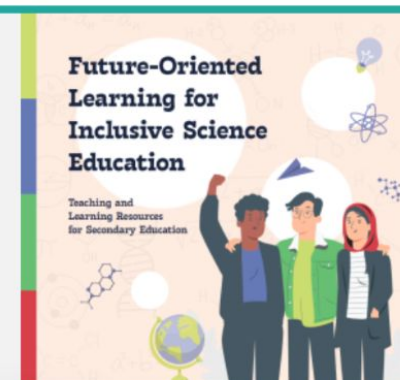
Welcome to Fedora

Fedora Project
@fedoraproject5555 · 47 suscriptores · 11 vídeos

FEDORA, Future-oriented Science Education to enhance Responsibility and... >

🔔 Suscrito ∨

INICIO   VÍDEOS   LISTAS   COMUNIDAD   CANALES   INFORMACIÓN   🔍

How are we learning and experiencing science today?
Fedora Project · 14 visualizaciones · hace 1 año

2:09

FEDORA will develop a future-oriented model to enable creative thinking, foresight and active hope as skills needed in formal and informal science education.

Vídeos   ▶ Reproducir todo

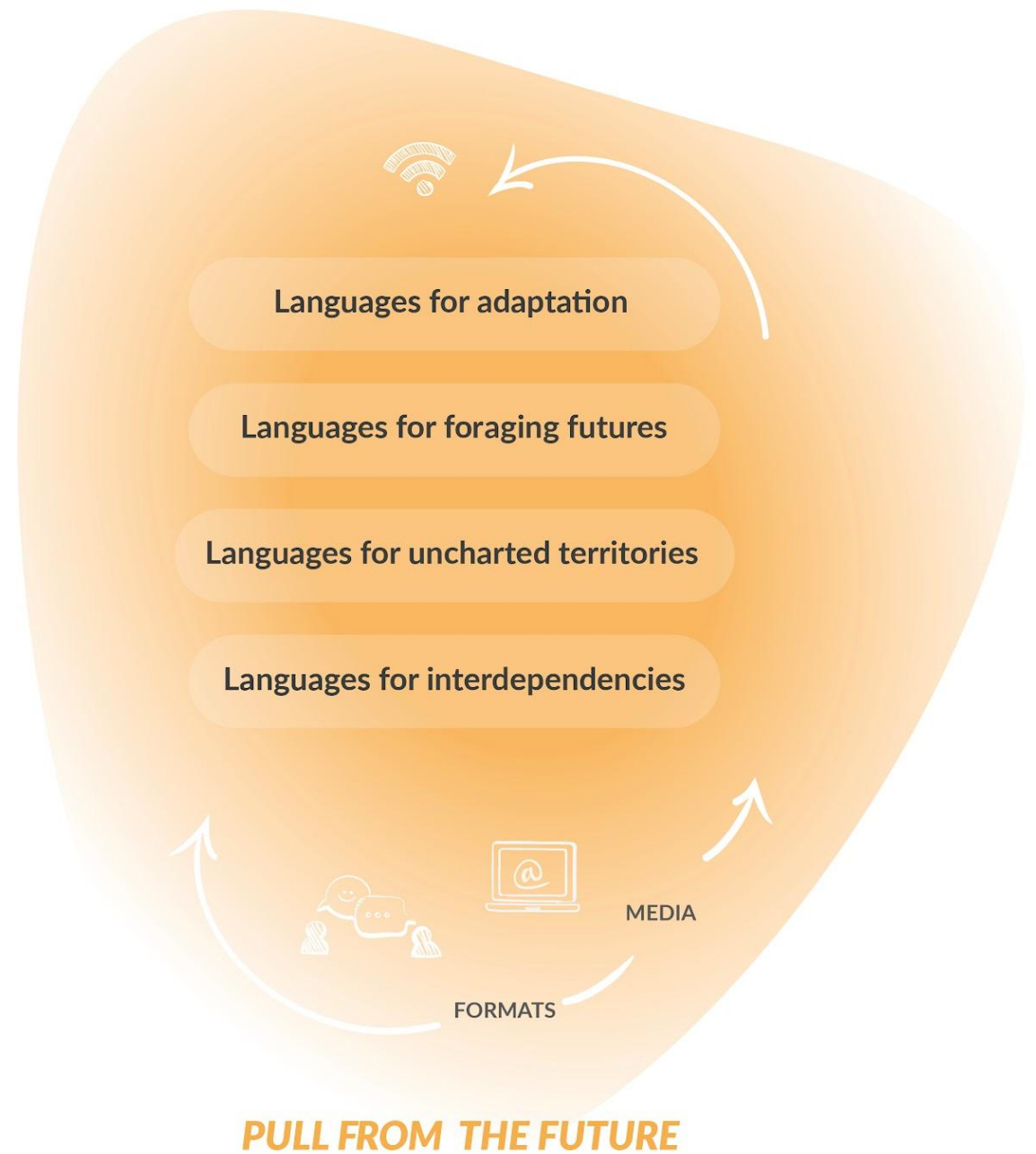|					
2:09	6:48	4:18	3:43	4:02	Challenge 3 — Design your reality — 0:16
Fedora - Proactive anticipatory policies on...	**FEDORA´s I Creative workshop**	**Shaping and sharing the prototypes - II Creative...**	**The creative job - II Creative Workshop - Fedora**	**Setting the scene - II Creative Workshop - Fedora**	**#3: Design your reality - Teach The Future**
114 visualizaciones · hace 6 meses	41 visualizaciones · hace 11 meses	25 visualizaciones · hace 1 año	11 visualizaciones · hace 1 año	14 visualizaciones · hace 1 año	29 visualizaciones · hace 1 año
	Subtítulos				Subtítulos
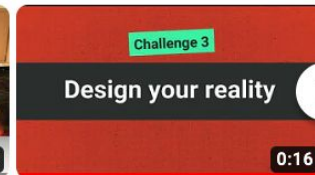
Inclusive   Imaginative
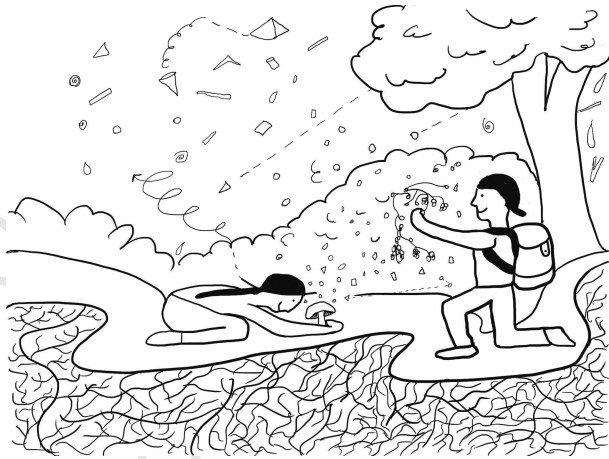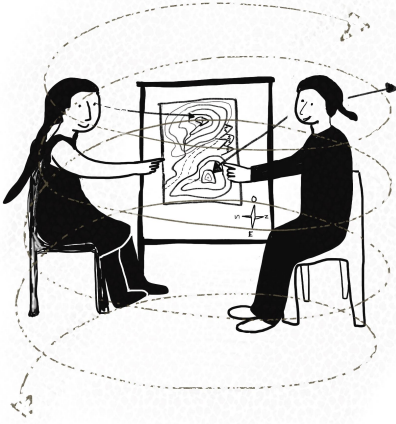
Relational   Polyvocal
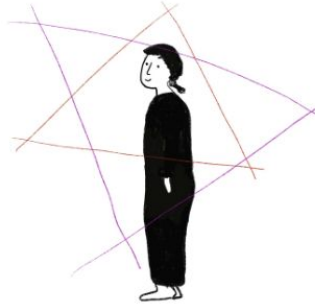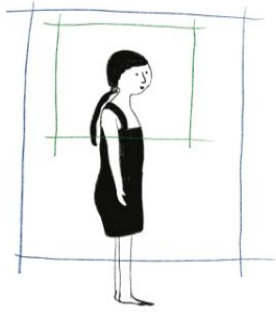
New languages
yet to become

Relevant   Explorative

Playful   Diverse

Hybrid

We want to convey actions to be deployed in different spaces, times, disciplines and contexts. Therefore, we named these languages as:

Languages for adaptation

Languages for foraging futures

Languages for uncharted territories

Languages for interdependencies

MEDIA

FORMATS

PULL FROM THE FUTURE

Creative thinking

Systems thinking

Imaginative thinking

Critical thinking

Strange-making

Sense-making

Anticipative thinking

Analytical thinking
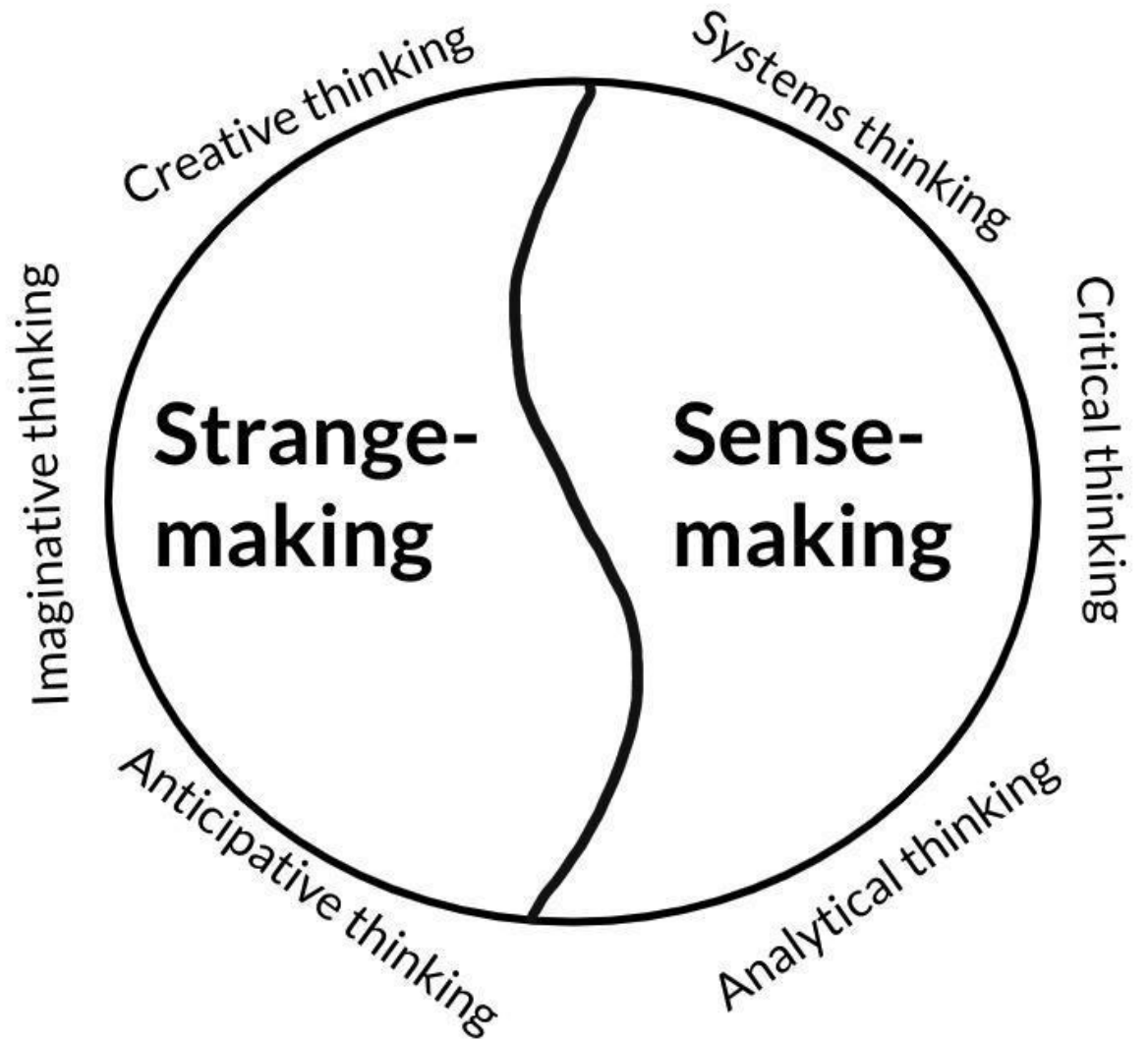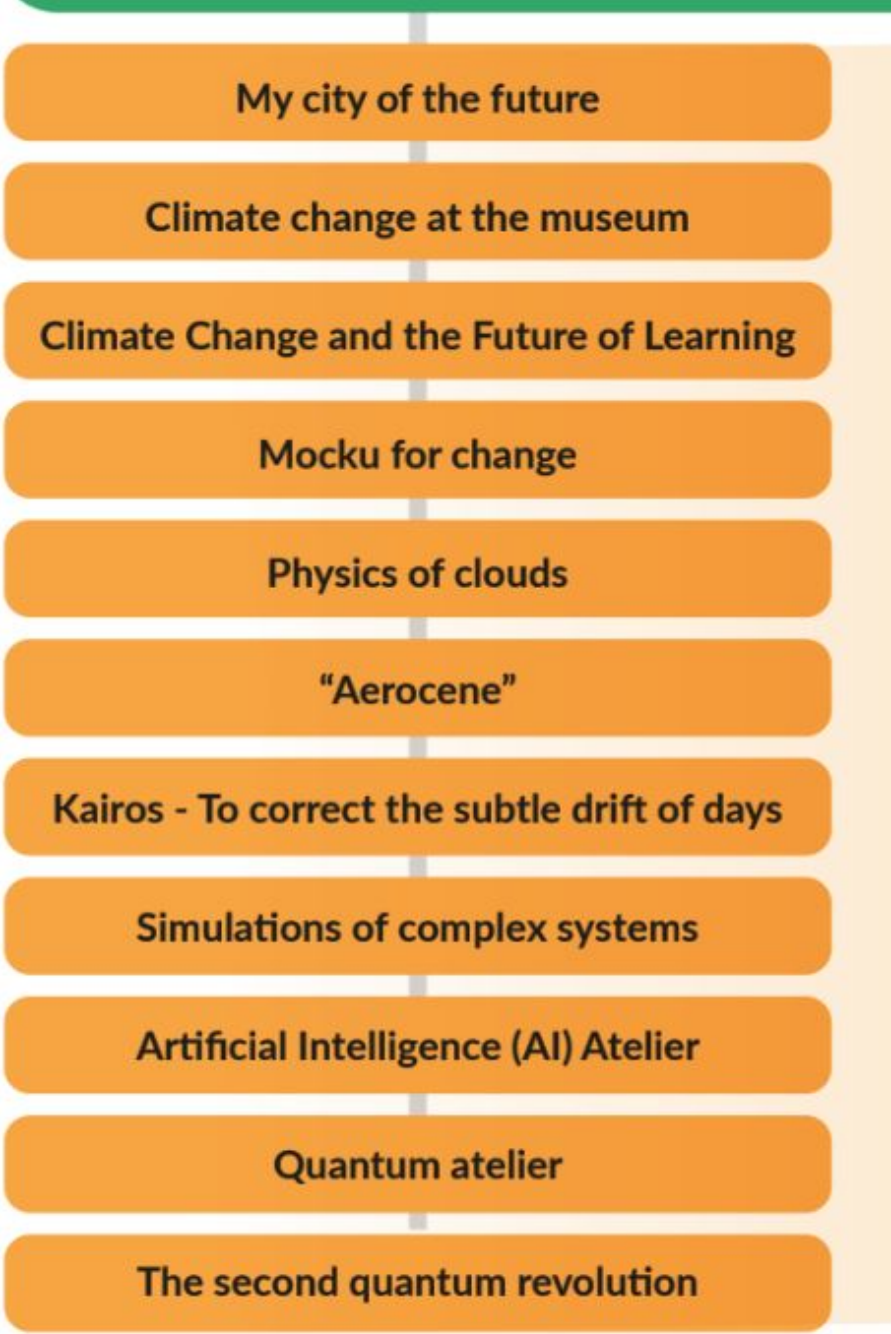
How to build unbound new Languages

Contextualise
Find your relevance

Explore
Scope-Play-Wander

New languages yet to become

Envision
Radical imagination-polyphonics

Sense
Find signs, convoke joy, strangeness
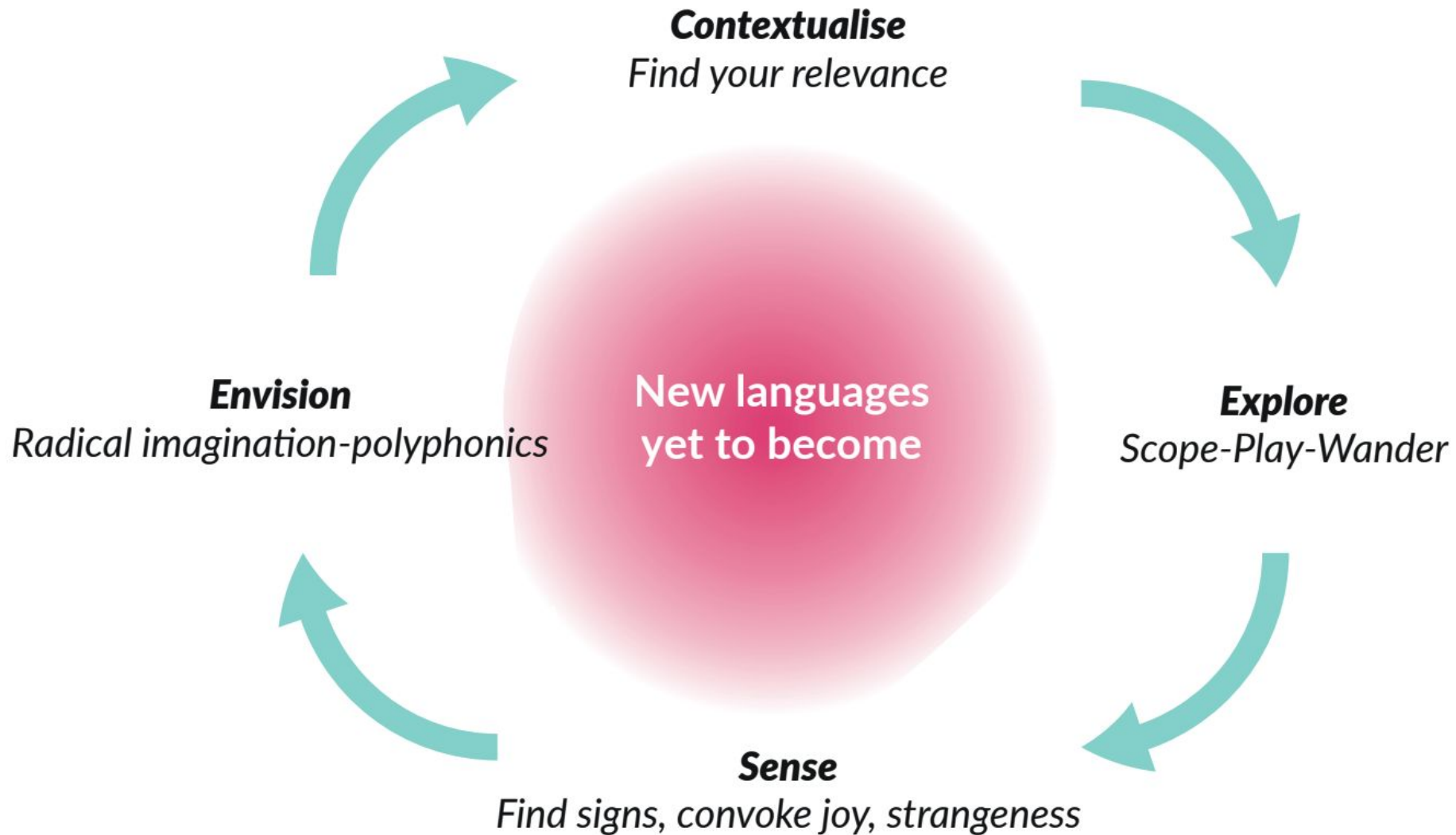
A zeitgeist familiar with experimentation, and freedom to try transdisciplinary ways in science education. And to envision futures.

- My city of the future
- Climate change at the museum
- Climate Change and the Future of Learning
- Mocku for change
- Physics of clouds
- "Aerocene"
- Kairos - To correct the subtle drift of days
- Simulations of complex systems
- Artificial Intelligence (AI) Atelier
- Quantum atelier
- The second quantum revolution

Recommendations to lever new languages and formats

1. **Support the creation of experimental spaces.** Fostering the creation of locations and institutional contexts that can act as spaces that do not belong to any disciplinary context will help to perceive that changes are possible and encourage to "play with possibilities".

2. **Foster immersive experiences.** Use multiple languages as a key to accomplish complexity. Theatre, dramatisation arts, and music could help understand complex issues such as global health, climate crisis, and the impact of technology on society. To teach complexity, introduce several actors with different roles and points of view and stimulate engagement through play.
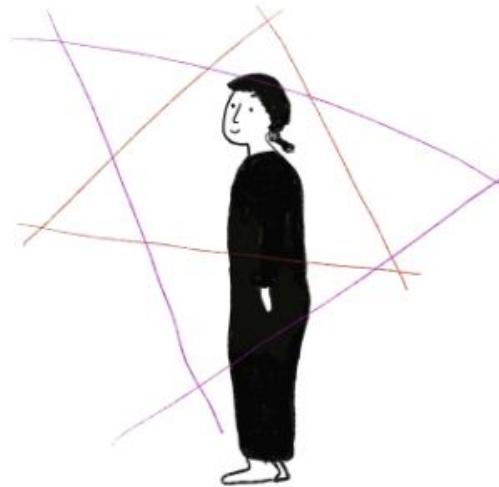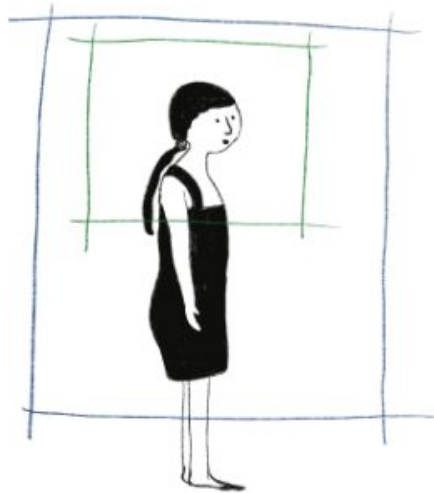
3. **Foster the use of "tri-dimensional" thinking.** Overcoming a "binary perspective" (disciplinarity vs interdisciplinarity), and merging new professional identities that are based on interdisciplinarity is a cross-cutting need that requires decision-making support to promote them and bring them to life. This entails the use of multiple languages as a key to accomplishing complexity understanding.
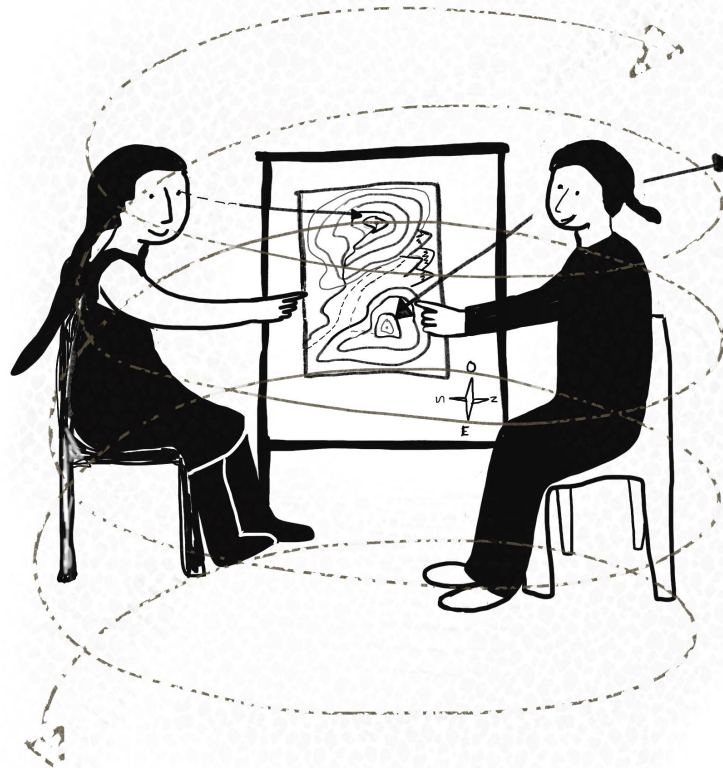
4. **Go beyond frontal teaching.** Planning lessons starting from the end-user (the students). Promoting peer-to-peer exchanges among students, e.g. inverted classes.

5. **Inclusive programmes.** Enhance teachers' ability to adopt collaborative and co-constructive strategies, taing into account capacity and differences among students to discover the richness of diversity.

6. **Align with relevance.** To bridge the gap between formal and informal education and the critical issues of everyday life. Tackle themes and problems that students care about. Allow the outside world into the school, invite external experts and use sources coming from what is happening in our time.

The diagram shows a circle divided into two halves by a wavy vertical line. The left half is labeled "Strange-making" and the right half is labeled "Sense-making". Around the circle are the following labels: Creative thinking (top left), Systems thinking (top right), Imaginative thinking (left), Critical thinking (right), Anticipative thinking (bottom left), Analytical thinking (bottom right).

7. **Make use of traditional and digital tools.** It is important to bridge the gap between teachers and students. To sustain the importance of sociability and relationships in building knowledge it is crucial to innovate language in school contexts. The human mind is social.

8. **Keep Educating Yourself, KEY is key.** To 'walk the talk' about futures thinking and how to integrate this approach into school learning, -formal and informal-, there is a real need for capacity building. Considering that every human being is a creative and potentially transformative being is not enough to grant the changes needed. Creativity is a muscle that needs to be trained. Therefore, training instances are key.

The unbound framework for New Languages

uncertainty

complexity

Benchmark:
What is out there?

Creative workshop 1:
Barriers and opportunities
for new languages

Creative workshop 2:
Collaborative thinking
for future challenges

Focused sessions

Inclusive   Imaginative

Relational   Polyvocal

**New languages
yet to become**

Relevant   Explorative

Playful   Diverse

Hybrid

Languages for adaptation

Languages for foraging futures

Languages for uncharted territories

Languages for interdependencies

MEDIA

FORMATS

PUSH FROM THE PRESENT

ambiguity

PULL FROM THE FUTURE

Activators for fleshing out new languages

Creativity and invention think; imagination sees

\- Bruno Munari

Deeply play with creative writing

Think like a mountain (or a cloud, or a forest or an atom, or...)

A dictionary for the unknown words and for the future

Storytelling

Description of the activity

Contains an overview of the aims of the activity, how will it activate present and future-related knowledge and science education.

Issue

The issue indicates the topic that activity will be able to introduce to the students: ambiguity, complexity or uncertainty.

New Language

The new languages proposed by FEDORA are Languages for adaptation, Languages for foraging futures, Languages for uncharted territories and Languages of interdependencies.

Media

The media refers to the tool that will be utilise for the activity: Video, photography, podcasts, collage, among many others.

Format

The format informs about the shape of the activity: A workshop, an outdoor experience, an excursion, are some of them.

The w...
chew...
word...
unde...

Andri N...

...h. It

Lenses For Tomorrow - Third Episode

Fedora Project
Lenses For Tomorrow - Third Episode

SOUNDCLOUD

Share

0:37   17:47

▶ 6

Privacy policy

Fedora Project · Lenses For Tomorrow – Third Episode

24 May 2023

Lenses For Tomorrow - Second Episode

Fedora Project
Lenses For Tomorrow - Second Episode

SOUNDCLOUD

Share

22:00

▶ 32

Privacy policy

Fedora Project · Lenses For Tomorrow – Second Episode

08 February 2023

Lenses For Tomorrow - First Episode

Explore more music & audio like
Lenses For Tomorrow - First Episode
on SoundCloud.

Hear more on
SoundCloud

Privacy policy   CIAL PODCAST

PODCASTS

Lenses For Tomorrow - Third Episode

Fedora Project
Lenses For Tomorrow - Third Episode

SOUNDCLOUD

Share

0:37 .... 17:47

Privacy policy

▶ 6

Fedora Project · Lenses For Tomorrow – Third Episode

24 May 2023

Lenses For Tomorrow - Second Episode

Fedora Project
Lenses For Tomorrow - Second Episode

SOUNDCLOUD

Share

22:00

Privacy policy

▶ 32

Fedora Project · Lenses For Tomorrow – Second Episode

08 February 2023

Lenses For Tomorrow - First Episode

Explore more music & audio like
Lenses For Tomorrow - First Episode
on SoundCloud.

Hear more on SoundCloud

Privacy policy

While we may feel we are locked into a worrying future that we cannot escape from, learning about different ways to think about the future gives us more choice and can empower us to create alternative futures from the myriad possibilities out there.

Gidley, Jennifer M

THANK YOU!