

Spica - global challenges in a Nordic context

Åsmund Aamaas, University of South-Eastern Norway, aamaas@usn.no

Blended Intensive Programmes since 2016
Intensive courses since 2009. More than 500
students and 70 teacher educators have been
involved in Spica activities funded by Nordplus

Spica-network since 2006:

Sámi allaskuvla

Háskóli Íslands

Ilnniarfissuaq

Oulun yliopisto

Malmö Universitet

Fróðskaparsetur Føroya

Universitetet i Sørøst-Noreg

UCL Erhvervsakademi og Professionshøjskole

Thank you Nordplus



The Spica courses

Blended Intensive Program

- Inter-Nordic course for student teachers (5 ECTS)
 - an online period with video lectures and webinars,
 - an eight-day intensive course, and
 - a final written essay.
- Focuses on professional development through transformative education, place-based education, challenge-based education, citizenship education
- Key areas of sustainability, diversity, democracy and action competence in education



Call for participants →

Recruitment: Students are recruited locally from different fields in teacher education

Application: Students submit a letter of motivation to their local coordinator

Facilitation: The institutions work to ensure that solutions are found that allow students to travel during term

Grants: Students and staff receive travel grants (Nordplus)

5 ECTS awarded by the University of South-Eastern Norway

Spica 2023

Sustaining Remote Communities:
Finding Enduring Ways to Flourish



A unique opportunity to participate in a Nordic intensive course in the Faroe Islands!

Students in the field of education at the Spica partner institutions are invited to participate in the Spica course in March 2023. The Spica network uses local Nordic contexts to explore global challenges and to strengthen internationalisation and international cooperation in the Nordic countries. In 2023, the Spica course will take place in the Faroe Islands. Taking our point of departure in both Agenda 2030 and local Faroese contexts, we will explore how teacher education and schools can be part of building inclusive, safe and



Many voices – one habitat: Culture, language, and nature in flux. Iceland (2024)

Sustaining Remote Communities: Finding Enduring Ways to Flourish. Faroe Islands (2023)

Education for Sustainable Futures: Wellbeing of Humans and Nature. Oulu, Finland (2022)

Innovation, digitalisation and interdisciplinarity for Sustainable Education Notodden, Norway (2021)

Harald Bluetooth and Bluetooth – Cultural heritage, digitalization and sustainability Jelling, Denmark (2020)

Sustainable Local Communities Ilulissat, Greenland (2019)



Iceland 2024

Borgarnes in [West Iceland](#). At the end of the course – from 14-15 March – we will stay in Re where you will have time to explore the city on your own.

[Ásmund](#) from, USN in Norway is the coordinator of the SPICA program and can be contacted questions related to the network or course. [Samuel](#) and [Charlotte](#) are the teacher educators overseeing the course in Iceland and can be contacted with questions specific to Iceland and the

There will be two online meetings in February before the intensive course: the first on the 15th second is on the 22nd at the following local times:

| Country: | Local time: |
|--------------------------------|-------------|
| Greenland | 12.00-13.00 |
| Faroe Islands, Iceland | 14.00-15.00 |
| Denmark, Norway, Sápmi, Sweden | 15.00-16.00 |
| Finland | 16.00-17.00 |

Preparations for meeting 1

Preparations for meeting 2

Intensive course

| | | | | | |
|--|--|---|--|--|--|
| Breakfast | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast @7:30 |
| 9:30 - 10:30: Round of introductions - review program | 9:30-10:45: Rural Life and Culture - Gisli Einarsson | 9:30 departure to Borgarnes | 9:00 – 9:45 Lecture about historical aspects of cultural and linguistic diversity – Karl Christian | 9:30 – 10:30 Viking era links to contemporary Icelandic identity and culture - Katie Teeter | 8:15 departure from the hotel |
| 11:00 - 12:00 Focus on challenge: Expanding Visual Narratives with Aishling Muller & time for groups | 11:00 – 12:15 Nature-based solutions in Iceland, sustainability and birch forest project - Sólveig Sanchez | School visit- Menntaskóli Borgarfjarðar from 10 – 11:30 | 10:00 departure - Deildartunguhver hot springs 10:30-12:00 Reykholt - Snorrastofa lecture | 11:00 – 12:30 local primary school visit | 10:00 – 11:30 Hellisheiði powerplant – Carbfix |
| Lunch | Lunch | Lunch – @Menntaskóli Borgarfjarðar 11:30 | Lunch – packed lunch | Lunch | Lunch @ KEX hostel 12:15 – 13:00 |
| 14:00 – 15:00 Teambuilding activity for multilingual groups with Iveta Litcha | 14:00 – 18:00 geothermal greenhouse visit & community pool time | 12:30 – 14:00 Settlement Center 14:00 – 15:00 Critical perspective of Viking period specific to Borgarfjörði - Arngrímur Víðalín | 13:00 – 13:30 Waterfalls: Hraunafoss & Barnafoss 14:00 – 16:00 Lava Cave excursion | 13:30 – 14:30 Panel discussion on Linguistic/cultural Inclusion in the Nordics 15:00 – 16:30 Optional drop-in session for audio-visual production support | 13:00-16:00 Group presentations Check-in Kex hostel/Bolholt apts. |
| 16:00 – 17:00 Optional Varmaland hike | Group work | 15:00 – 17:30 Optional Walking tour in Borgarnes Pool Shopping for food, alcohol, souvenirs | Group work | 16:30 – 19:00 Finalize group projects & community Pool Time | |
| Nordic Buffet & cultural exchange activity. | Dinner | Dinner | Dinner | Dinner | 19:00 Farewell Dinner - Jörgensen Kitchen & Bar – |





Place-based learning

- PBE focuses on using places as educational venues to help learners connect with the places in their local community, learn in and about them, and act for them, often to preserve or protect these places in some way
- In PBE, learners are to situate themselves in a place with their sense of agency to problem-solve and critically engage with the place to enrich their education through experiential learning.
- See for example Norðdahl, 2015



PBE out of place?

We found that PBE encouraged student teachers to:

- engage in a community's issues
- relate local issues to global concerns
- apply theory to actual situations
- see PBE as a resource for their future teaching practice.

Aamaas, Å.; Guttesen, P.; Norðdahl, K. & Tran, A-D. (Forthcoming). Place-Based Learning in an Interdisciplinary and International Context. In: Global Challenges,

BIP/Summer School VS Semester Exchange?

Biggest difference:

Lowered threshold for student participation

Biggest advantage:

added value to existing programmes



We are delighted to welcome you to the SPICA 2024 course!

This is the shared online platform where we will come together as a community as we prepare for our place-based learning together in the West of Iceland from 8-15 March.

For the majority of the course – from 8 – 14 March we will be staying at a [countryside hotel](#) close to Borgarnes in [West Iceland](#). At the end of the course – from 14-15 March – we will stay in Reykjavík, where you will have time to explore the city on your own.

[Åsmund](#) from, USN in Norway is the coordinator of the SPICA program and can be contacted if you have questions related to the network or course. [Samuel](#) and [Charlotte](#) are the teacher educators overseeing the course in Iceland and can be contacted with questions specific to Iceland and the course.

There will be two online meetings in February before the intensive course: the first on the 15th and the second is on the 22nd at the following local times:

| Country: | Local time: |
|-----------------------------------|-------------|
| Greenland | 12.00-13.00 |
| Faroe Islands, Iceland | 14.00-15.00 |
| Denmark, Norway, Sápmi, Sweden | 15.00-16.00 |
| Finland | 16.00-17.00 |

Preparations for meeting 1

Preparations for meeting 2

Intensive course

STUDENT AND STAFF COMMUNICATION COLLABORATION



“That we had talked with each other online twice made it easier to get on with it in Jelling, and we were not so afraid to come with our opinions and discuss One of the areas I developed most ... was the way we cooperated, and the way in which we became more and more open to each others’ ideas and ways of working.” (student 20)

“I think we have developed bonds of friendship. We have great trust in one another, and we dare to talk about our own lives and personal histories and experiences. And because we come from very different cultures we got to reflect on each other’s lives and experiences” (student 21)

“I began to understand how to use these goals [SDGs] in my local educational context by finding strategies to engage students that I will be teaching... I believe that the most important way to engage the students in everyday lessons is to connect the topics being taught to the goals...” (student 21)

Preparations for meeting 1:

Before attending the first online seminar with your Nordic colleagues you have to read the text and watch the video below. Make sure to note questions, comments and thoughts and bring them with you to the first group meeting.

Meeting setup:

- Research your area and your place of studies to the rest of the group.
- Each group member contributes one thing they found particularly interesting, thought-provoking or exciting in the video (see video below).
- Talk about your understanding of sustainability, and what is necessary to shape a sustainable community.

File 1: Welcome to Tårnhavn and the Faroe Islands!

In this video, Ragn and Paul welcome you to Tårnhavn and the Faroe Islands and give a brief introduction to the theme of the Spica course.

Other resources to explore:

See Tårnhavn through the eyes of your locals:

- <https://www.facebook.com/viburnum/videos/85487214722924/> (Fr)
- <https://www.facebook.com/viburnum/videos/130073444746207/> (Fr)
- <https://www.facebook.com/viburnum/videos/127773144719600/> (Fr)
- <https://www.facebook.com/viburnum/videos/811320155407200/> (Fr)

For more information about Tårnhavn, visit <http://www.viburnum.is/en/> (Fr)

For more information about the Faroe Islands, visit <http://spica.uib.no/faroe-islands.com/en/> (Fr)

File 2: Methodology of the course 1. An introduction to “flipped classroom”

What is “flipped classroom” and what are the benefits of using it? In this video, Teun from the University of South-Eastern Norway and Uppsala University will present some of the key concepts in flipped approaches to teaching. “Flipped classroom” forms the basis of how we have structured the online part of the Spica course, and is the didactical foundation for the preparation to the below meetings.

File 3 & 4: Methodology of the course 2. An introduction to Place-based Learning

File 3: In this video, Kristin from the University of Iceland will introduce her work of research, place-based learning. In Spica, one of the didactical approaches used is to use a particular place or community as point of departure for learning about larger global issues. Kristin will explain some of the general theory behind this method. In the video Paul will share a variety of quality of the sound, for which we apologise, we therefore recommend you adjust the volume accordingly. Feel free to watch the video as many times as you want. To warm up ahead of our first online meeting please watch this short video of Paul from the University of Faroe Islands learning about the world.

File 4: Kristin has also recorded a full lecture about place based learning which we recommend you watch. You have to visit the web server of the University of Iceland to watch it:

<https://www.youtube.com/watch?v=9a9a9a9a9a9a> (Fr)

Kristin has also suggested further reading: Place Based Education for All <https://www.youtube.com/watch?v=9a9a9a9a9a9a> (Fr)

File 5: Methodology of the course 3. An introduction to Challenge-based learning

In this video, Heidi from Maastricht University and the University of South-Eastern Norway introduce an important didactical approach in the Spica course: challenge based learning.

File 6: Critical perspectives

We have one more glimpse from the University of Iceland for you! Anb Dao works with critical pedagogy. You can get to know more about her thoughts on the topic in the short video below. This might help you frame development challenges and sustainability in your education.





University of
South-Eastern Norway