



CHILDREN'S UNIVERSITIES – THE IDEA CAPTURES EUROPE

International Children's University Conference
13th and 14th February 2009,
University of Tübingen/Germany

KEY-NOTE LECTURE I

Prof. Ulrike Felt, University of Vienna:
Children's universities: Science communication, Role-playing game or first step of being tamed?

Ulrike Felt obtained her doctorate of theoretical physics at the university of Vienna and worked for five years at CERN in Geneva. Then she turned to social sciences and became in 1999 Professor for Studies of Sciences at the University of Vienna. Her research activities concern science communication and politics of knowledge.

KEY-NOTE LECTURE II

Prof. Klaus Werner, University of Tübingen:
Kid-napping to outer space. What Children's University means to an astronomer

Klaus Werner obtained his astronomy doctorate at the University of Kiel. After appointments at the Universities of Erlangen-Nuremberg and Potsdam, he became Professor of Astronomy and Head of the Astronomy Department at the University of Tübingen. In 2003 he won Tübingen's Kids University teaching award for his lecture "Why don't the stars fall down from heaven?".

WORKSHOP I

**Why should children visit a university?
What are the benefits for them?**

Prof. Dr. Hans-Ulrich Gruner, Pedagogical University Aargau-Nordwestschweiz

Hans-Ulrich Gruner is Professor for School Education at the Pedagogical University Aargau-Nordwestschweiz and works at Solothurn, Switzerland. He is there director of the centre "School as a Public Institution of Education". He is member of the scientific Advisory Board of EUCU.NET. From 1995 till 2006 he was Professor at the University of Tübingen.

Dr. Katja Kansteiner, University of Tübingen

Dr. Katja Kansteiner-Schänzlin works at the Institute for Education of the University of Tübingen. She is working in the training of teachers. Her research concerns subjects like school and gender, governance of school and participation of pupils. She also worked as teacher at primary school.

Abstract: We shall discuss this question in a contradictory way. A short exposition of several assumptions, concerning the reasons why parents send their children to children's universities, why children like to visit them and why universities want to have children following specific lectures for them, we like to contrast our answers with our view of the school as a well defined teaching and learning arrangement. The differences occurring shall give us the chance to establish a better grounded relationship between learning in schools and learning in children's universities' lectures.

WORKSHOP 2

Why should Universities turn to children? Science communication towards a new target group

Dr. Andreas Archut, University of Bonn

Dr. Andreas Archut is director of the press and communications department of Rheinische Friedrich-Wilhelms-Universität Bonn since 2000. He studied chemistry in Bonn and Los Angeles. After obtaining his Ph.D. degree in chemistry he became a science editor at the Deutsche Forschungsgemeinschaft (DFG) headquarters. As a student, Archut worked as a freelance journalist for local and national newspapers and a regional radio network.

Abstract: There is nothing so powerful as an idea whose time has come. This is without doubt the time of the Children's University, a concept, that has spread over the country like wildfire. But it is not only fashionable or trendy for a university to offer a Children's University programme - addressing youngsters on a regular base has also become a matter of image and a mean of marketing as well. We have seen many new instruments of modern public relations come (and go, too!). Is Children's University a seasonal formate like a representation in second live, or corporate blogging, or has it its own place in a modern-days University's communications toolbox?

Michael Seifert, University of Tübingen

Michael Seifert is head of the department for Public Relations at the University of Tübingen. Since 2002 he organises the "Tübinger Kinder-Uni", which was in 2005 awarded with the Descartes Prize for Science Communication of the European Union.

Abstract: There weren't Children's universities during centuries of history of the European universities. This situation could have remained also in the 21st century, as universities have not the legal task to provide education to children, but only research, teaching students and training of professionals. We will try to discuss why universities began to turn to children organising Children's Universities, why they should do so and what are the benefits for the universities themselves.

WORKSHOP 3

Children's University – an offer for all? How to get underprivileged groups into Children's University

Tricia Jenkins, University of Liverpool

Tricia Jenkins is Head of Educational Opportunities at the University of Liverpool, where she is responsible for their ground-breaking widening participation activities. She is advisor to several Higher Education councils and committee and an active member of the European Access Network.

Ursula Brustmann, Austrian Federal Ministry of Science and Research

Ursula Brustmann has graduated at the University of Vienna in Ethnologia Europea and cultural studies. As a research funding advisor at the Austrian Federal Ministry of Science and Research she is coordinates Austrian funding programmes for project activities in the field of Science in Society (e.g. children's Universities), research at museums and Gifted and Talented Education.

Daniela Marzoch, Vienna University Children's Office

Daniela Marzoch graduated in communication sciences at the University of Vienna. She specialized in media education and children's literature and is a trained youth worker. For the Vienna University Children's Office she develops and coordinates projects in the field of science communication.

Kira Kamelger, Vienna University Children's Office

Kira Kamelger graduated in Biology at the University of Vienna and specialised in the didactics of biology and environmental education. She is responsible for the "Children's University On Tour" project and coordinates the "Science Youth Club".

Abstract: Children's University turned out to be an attractive science-related out-of-school offer for an increasing number of participating children throughout Europe, and for their

parents respectively. Newly established projects are reporting that available places are taken up immediately and the same is true for long-established Children's Universities.

But WHO in fact are the ones demanding to participate in Children's Universities that enthusiastically?

This workshop will provide a glimpse into selected experience as concerns the social origin and family background of CU participants. It will introduce some approaches of corrective action as well as innovative principles of public funding policy. And of course there will be room for further discussion of individual experiences and thoughts on the side of workshop participants.

WORKSHOP 4

Science for Boys and Girls? Applying a Gender Lens to the Children's University

Lic. phil. Dominique Grisard, Center for Gender Studies, University of Basel

Dominique Grisard is a historian and gender theorist at the Center for Gender Studies at the University of Basel where she teaches courses on topics as varied as Girl Culture, Gender Theories and Methods and Terrorism. She is the editor of "Gender in Motion. Die Konstruktion von Geschlecht in Raum und Erzählung", Frankfurt M. 2007.

Abstract: What is a gender lens? How do we apply it to the Children's University? And most importantly, what do we gain by it? In my input, I will first introduce the gender lens concept. I will then proceed to give pointers on how a gender lens may be applied to different topics and disciplines in the Children's University. I will conclude by raising questions related to gender sensitive content, presentation and interaction in a Children's University lecture setting.

According to a recent evaluation of the Children's University of Basel, an equal number of girls and boys attended the lecture series. So clearly, there is some consensus that science is for both girls and boys. However, a quick survey on German, Swiss and Austrian Children's University lecture themes, content and language usage reveals a large degree of discrepancy in gender awareness and gender sensitive measures adopted. Hence, the goal of this workshop will be to learn from each other's experience with gender sensitive approaches to the Children's University concept.

Susanne Palmetzhofer, Trainer for Women in Technology (WiT), Vienna University of Technology

Susanne Palmetzhofer has an higher education background in the field of media (information) technology. She has been a trainer for Women in Technology (WiT) and focuses on design and technology. She is an experienced lecturer at the Vienna University of Technology within the Vienna Children's University programme.

Abstract: Vienna Children's University is a cooperative project which includes four universities in Vienna. Lectures and workshops covering technical sciences have been held at the Vienna University of Technology for some years, whereas teachers and organizers recognized a stable gender bias in terms of attendances and active involvement from the beginning. Consequently, the first "Girls Day" at a Children's University was arranged in summer 2008 to compete with stereotyped notions of technic-related subject matters. Susanne Palmetzhofer will tell about her experiences as a lecturer of Children's University in the field of informatics - for girls.

WORKSHOP 5

The British way of Children's University: a national network within Europe

Ger Graus, National Children's University UK

Ger Graus is the Chief Executive of the national Children's University (UK) which currently includes 40 local Children's Universities in England, 2 in Scotland and 20 in Wales. He was previously the Director of 2 Education Action Zones in Manchester, as well as a Senior Inspector and Adviser. He was a teacher of and will always be a learner from children.

Abstract: 'The Children's University : 5Ws and 1 H' explores the development of the Children's University in the United Kingdom so far and crystal ball-gazes into the future focussing on the 'Where', the 'When', the 'What', the 'Who', the 'How' and the 'Why'. The presentation - starting from the child - looks at rewards, participation and quality assurance through a range of partnerships, distinguishing clearly between '...learning in the wild...' as opposed to '...learning in captivity...' The box to be opened includes 'National Awards' the 'Passport To Learning' and 'Learning Destinations' using 'Planning for Learning' and 'Planning for Excellence'.

Curious? Check it out on www.childrensuniversity.co.uk before we meet!

WORKSHOP 6

Innovative Cooperations with cultural institutions: Museum and Theatre

Tanja Kukura, Arena Theatre Bratislava

Tanja Kukura, CEO of Foundation of Max Reinhardt, one of the main organizers of Children's Comenius University, had the idea of organizing children's university in Bratislava in 2003. She is responsible for the financing of the project.

Roman Martinec, Arena Theatre Bratislava

Roman Martinec, marketing manager of Theater Arena since 2003, is responsible for all above-the-link and below-the-link of Theater Arena and Children Comenius University.

Christelle Spettel, Jardin des Sciences, University of Strasbourg

Christelle Spettel is organising the activities towards children and educational professionals, such as holidays' workshops, "Kids University", science cafés, lectures, schools networks, teachers meetings, etc...

Céline Bodin, Jardin des Sciences, University of Strasbourg

Céline Bodin is in charge of coordinating projects in cultural and scientific mediation such as the Night of Museums, the Heritage Days, the Researchers' Night, "Kids University", etc... She is working on European projects in the framework of EUSCEA (European SCIENCE Events Association), ECSITE (European Network of Science Centres and Museums) and EUCU.NET.

Abstract: This workshop aims to analyse two different types of Children's University, organized in close partnership with cultural institutions. In addition to the traditional offer of the children's universities, these original collaborations add new and exciting approaches to knowledge, by mixing science, culture and art.

In Bratislava (SK), the Arena Theatre initiated the first Children's University outside the German speaking countries. Since 2003 Arena Theatre organises Children's University Bratislava in cooperation with Comenius University Bratislava. During the summer holidays scientists provide lectures for children aged between 9 and 13 years. The workshop will give an overview of the goals, the structure and selection of topics of the programme. Emphasis is on also on benefits for children and special events. The question of a possible inspiration for other children universities will be discussed.

In Strasbourg (FR), the University has preserved an exceptional heritage, owing prestigious scientific collections from the 18th century in the heart of its historic campus.

Several collections are displayed in museums such as a zoological museum, an astronomical observatory or a museum of mineralogy. During the children's university, targeted workshops are proposed to the junior students to stimulate their curiosity through hands-on experiments.

WORKSHOP 7

About Cooperation with external partners: Media partnership and Sponsoring

Ulla Steuernagel, Schwäbisches Tagblatt Tübingen

Ulla Steuernagel, born 1954, is editor at Schwäbisches Tagblatt Tübingen and author of three children's university books, which were bestsellers and translated into 15 languages. Together with Ulrich Janßen she founded in 2002 the first European Children's University in cooperation with the Tübingen University. In 2004 Ulla Steuernagel won the Corine International Book Prize. Her last book "Tohuwabohu" was published in 2007.

Ulrich Janßen, Schwäbisches Tagblatt Tübingen

Ulrich Janßen, born 1959, is the head of corporate communications at Schwäbisches Tagblatt Tübingen and co-author of three children's university books. Together with Ulla Steuernagel he founded the Tübingen Children's University in cooperation with the local University. His last book "Hat der Weltraum eine Tür?" was published in 2007. Ulrich Janßen is member of the board of trustees at the Max Planck Institutes Tübingen.

Abstract: For a media company like the Schwäbisches Tagblatt Tübingen it is crucial to be more attractive for young readers. So in 2002 the idea was born to establish a series of lectures specially designed for children, in order to reach the target group of children and their families in a more sophisticated way. The cooperation with the Tübingen University enables the media company to realize its idea in a very effective and successful way: The Children's University in Tübingen was not only the first Children's University in Europe, it was also one of the most inspiring examples of public private partnership in a classical field of academic business. In the workshop we would like to give an insight into the history and the planning of the Tübingen Children's University, the pros and cons of the cooperation with the university and the results of the partnership from the company's point of view.

Karoline Iber, Vienna University Children's Office

Karoline Iber graduated in educational science at the University of Vienna and has been assistant to the rectorate of the Vienna University since 1999. Her thematic priorities are curricular development, initiation of interfaces between schools and universities, innovations and pilot project in the field of "Science and Society". She is now head of diversity management and managing director of the Vienna University Children's Office. In this position she initiated the Vienna Children's University in 2003.

Abstract: For the Vienna Children's University, there is the basic intention to leave behind any ivory towers when trying to get children and young people hooked on science. As the venue of this Children's University is still in an academic environment, the organisers have entered into diverse forms of cooperation with non-university organisations. This includes commercial and non-commercial bodies, local authorities as well as out-of-school initiatives, sponsors or media cooperation. One important focus is on dissemination and broadening of the target audience, but there are even more benefits for the Vienna Children's University. And why do external partners enter into such forms of cooperation? Karoline Iber will present some examples of good practise and will give room for discussing further thoughts on external partnerships.

WORKSHOP 8

Developing Quality Criteria for Children's Universities. Aspects of Evaluation

Claudia Richardt, Haus der Wissenschaft, Braunschweig

Claudia Richardt has studied Media Sciences at the University of Arts and the Technical University Braunschweig. Her MA thesis, which was published last year, dealt with children's universities at large and the children's university Braunschweig in particular. Now she works as a project manager at the Haus der Wissenschaft Braunschweig (house of science) where she is responsible for scientific children's and youth events. The publication of Claudia Richardt, "Was bewirken Kinderuniversitäten? Ziele, Erwartungen und Effekte am Beispiel der Kinder-Uni Braunschweig-Wolfsburg" in the series Publikationen zur Hochschul-PR of the Initiative Qualität von Hochschulkommunikation can be ordered by Dr. Elisabeth Hoffmann Technische Universität Braunschweig, Presse und Kommunikation Pockelsstr. 14, 38106 Braunschweig e.hoffmann@tu-braunschweig.de nominal fee: 5 Euro

Patricia Götz, University of Tübingen

Patricia Götz studied education at the University of Tübingen. During her studies she worked on a continuous basis at the Institute of Educational Science and at the associated Research Center of School Education/Pedagogy. There she also took part in a number of research projects. Currently she is involved in several work packages in her EUCU.NET-position at the University of Tübingen.

Michael Seifert, University of Tübingen

Michael Seifert is head of the department for Public Relations at the University of Tübingen. Since 2002 he organises the "Tübinger Kinder-Uni", which was in 2005 awarded with the Descartes Prize for Science Communication of the European Union.

What is a "good" Children's University? What are the criteria to answer this question? And how can we make sure that "good" Children's Universities stay good and others will become better? These are probably some of the basic questions for initiators and organizers of Children's Universities, no matter if their Children's University is already established or just intended, but also for interested people in general.

The aim of this workshop is a kick-off discussion for a work-package of EUCU.NET titled "Development of Monitoring Criteria". It will start in the second phase of EUCU.NET immediately after the Tübingen Conference and will work on the questions mentioned above.

The workshop will begin with a presentation of the so far most comprehensive study and evaluation of a children's university. The participating children of the 3rd season of the children's university Braunschweig and their parents were questioned, as well as all lecturers of all seasons and the organizers of all children's universities in Germany in the moment of that time. This evaluation will show the effects on the areas output (media resonance), outgrowth (direct target group effect) and outcome (indirect target group effect). In addition the aims and the expectations of all participants were collected. In this context the impact on the target groups "children" and "lecturer" will be highlighted. The study focuses on children's universities as a communication instrument. However, the educational aspect is also considered.

In the second part we will present and discuss a list of aims and effects of Children's University. Based on these aims there will be deduced quality criteria. To these criteria there will be finally established a list of empirical measurements to verify

the criteria and to inspire future research concerning Children's Universities.

One central point of the discussion should be the question whether and how Children's Universities can contribute to the enlargement of knowledge or education of children.

WORKSHOP 9

Developing Guidance Notes for Children's Universities

Prof. Michael Mihatsch, University of Basel

Michael J. Mihatsch, born in 1943, German nationality, last position at the Basel University: head and chairman of the Institute for Pathology until 2007. Research in the field of renal pathology. Initiator of the Children's University in Basel.

Abstract: Since their invention in 2002 in the German city of Tübingen, Children's Universities (CUs) are spreading fast across Europe. They are met with excitement both from children and their parents as well as from universities. Guidance notes must be developed which help to establish a CU, how to promote it and finally how to run it. In the workshop the following topics will be discussed: Founding a CU (concept, team, organization, finances, legal questions), promoting a CU (target populations, media coverage, teachers, sponsors), running a CU (application and selection, enrollment and documentation, subjects, didactics, evaluation).

WORKSHOP 10

How fit are Children's Universities for teenagers?

Dr. Silvia Prock, University of Innsbruck

Dr. Silvia Prock studied Biology and worked for nine years at the Botanical Institute of the University of Innsbruck before changing to the department of public relations and science communication. Since 2001 she is leading the "Junge Universität", the Children's University of Innsbruck.

Abstract: In the last six years Children's Universities have spread very successfully all over the University landscape of Germany, Austria and Switzerland. It was the time of the so called Pisa shock, and the run to the programs of the Children's Universities showed, that the children were thirsty

for knowledge and fascinated by science, when the challenge fits. The programs - mostly a lecture of a professor – seem to attract children between 8 to 12 years, but obviously not teenagers. I think, Children's Universities cannot fit for both, children and teenagers. The Young University Innsbruck offers beside interactive courses for children also special programs for teenagers between 15 to 19 years (Youth into Science, Young researchers are wanted!). But a gap exists for young teenagers. My questions are: Is there a need to develop University programs for teenagers, especially for the age from 12 to 14-15, how could the programs work and is it the task of Children's Universities to offer them?

Dr. Andrea Grugel, University of Bonn

As part of "Science Marketing and Public Relations" at the University of Bonn, Dr. Andrea Grugel is head of the department "Events and Identification". For several years, she has organized the Children's University at Bonn as well as conceptualized and organized events to relate science to the general public and to children and teenagers in particular.

Abstract: Children's Universities are widely offered and attract hundreds of young children at every lecture. Programs for teenagers close to the end of their time at school are numerous and popular, as well. However, there is a huge gap in what universities offer for those between 13 to 16 years of age. Quite obviously these teenagers have outgrown the traditional Children's University format. Of course, they are also a very heterogeneous group and are fairly difficult to attract and enthuse. But can universities really afford to offer nothing for them? And what would be possible formats for this particular age group?

I would like to discuss experiences and ideas for new formats that might help to close the gap in our offers for 13 to 16-year-olds and will present the Science Rallye at Bonn University as one idea.

WORKSHOP II

Fascinating children: How to prepare lectures for very young students?

Prof. Dr. Johannes Jung, Friedrich Alexander University of Erlangen-Nürnberg

Johannes Jung worked as teacher at primary school till 1996. Then he changed to the University of Würzburg as assistant at the chair for primary school education. In 2007 he became Professor at the Pedagogical University of Karlsruhe. Actually he is working at the University of Erlangen-Nuremberg.

Abstract: This workshop makes an attempt to give a brief insight in the different steps in order to prepare a children's university lecture. The pedagogical aspects of elementary or primary schools will be the most important ones, because the main target groups of this lectures are pupils of six to ten years of age. The first step in this workshop will be an overlook over the various possibilities of searching and identifying a suitable subject for the lecture. That may be a well-known children's question as well as an unsolved problem within scientific research. Secondly, in which way could the subject be reduced to the elementary facts or simplified according to children's understanding. At the very end, we will have a glance at some aspects of organization (time, location, some added didactical measures), the benefits of the lectures and children's more extensive questions.

Prof. Dr. Nico Michiels, University of Tübingen

Nico Michiels is a full professor in animal evolutionary ecology at the university of Tübingen since 2004. Before that, he was professor in zoology at the university of Muenster (1999-2004) and led an independent research group at the Max-Planck Institute of Behavioural Physiology (1992-1999). He did postdocs at Hasselt University (Belgium), Brown University (Providence RI, US) and Sheffield University (UK). He finished his Ph.D. at the University of Antwerp (Belgium) in 1989. Throughout his career, he has worked on the evolution of reproductive strategies, sexuality and sexes.

Abstract: Talking about the meaning of love to young children: A no-go area or a lot of fun? Explaining what love is about is not something a child expects from a scientist. In science, our terminology is explicit when it comes to sexuality, its mechanisms and its functions. So, how can one convey this to 8-12 year olds in a way that is understandable and non-provocative, while maintaining a high level of attention? In my contribution to the workshop, I shall briefly introduce how I prepared for this challenge by placing the children themselves in the centre of the story and using an alternation of 'highlights' and serious thought. This allowed me to bring across a few simple, generalized messages about what love is all about without having to go into details. The discussion was better than at many scientific meetings!