

VIEW MASTER

ASHOKA EDUCATION



THE PROJECT IN A NUTSHELL



«INITIATE AN INTERCULTURAL DIALOGUE AMONG STUDENTS AT SCHOOL BY TEACHING THEM CRITICAL THINKING SKILLS ENCOURAGING THEM TO ENGAGE OTHER VIEWPOINTS»



CHALLENGE

The polarisation of political and social debates has become a major issue in our society, and this phenomenon is particularly visible at school. It is indeed difficult for young people to have nuanced discussions and constructive dialogues. The recent «fake news» crisis has also strengthened their mistrust of the established media and aggravated the polarisation of their opinion based on prejudices and rumors. Finally, limiting beliefs and stereotypes that students hear in the media or develop about themselves dramatically limit their capacity to see their own potential.



PROJECT

The objective of the ViewMaster project is to initiate an intercultural dialogue among students at school by teaching them how to debate and use solid arguments. It aims at making students learn how to think critically and view the world with a more open perspective. ViewMaster proposes a thematic program with experts and role models to develop the students capacity to decipher fake news, become media-wise, make a good arguments and open their mind with active research and debates.



STAKEHOLDERS

The project does not require many stakeholders to take place.

Teachers: a single teacher can implement the project but it might be easier and more interesting with other colleagues involved.

Experts & role models: one of the keys is to inspire students with experts and role models to explore other perspectives.



WORKLOAD

This project requires 2 hours per week on top of the lessons with a total of approximately 8 hours per week on the ViewMaster project over the course of a semester.



RESOURCES

The project does not require much resources. Experts and roles models can come 'pro bono' during lessons. It might be helpful to have an extra budget to invest in the preparation time.

HOW TO IMPLEMENT THE PROJECT **IN YOUR SCHOOL**

1 - PROJECT PREPARATION



1 - IDENTIFY THE TOPICS

Select the social themes that are interesting, based on the students requests or in the news: democracy, propaganda, fake news, etc.



2 - SOURCE THE EXPERTS

For each of the topics selected, look for role models and experts in the fields. They can also be alumni from the school!



3 - TEASERS

Showcase videos inspiring students on the topics you chose. Have them select their top 3 topics. Divide them into 3 groups around each topic.

2 - VIEWMASTER 3 PILLARS



1 - «KNOWLEDGE» PILLAR

Organise field trips for each topic and/or invite the experts to the school. Enter in a discussion with the students through presentations and interactive exercises and facilitate exchanges with the expert.



2 - «THINKING» PILLAR

Invite each group to watch a documentary and read articles around their topic independently. During lessons, learn how to have a Socratic conversation, interview people, find different viewpoints, recognize a fake argument, etc.



3 - «DOING» PILLAR

Help students create a message around their topic as a team (speech, video, song...) They should adopt a critical viewpoint reflecting the learnings and arguments they discovered, and may use the help of an expert to do so.

3 - SHOWCASE AND CELEBRATE



Go on a trip to celebrate the achievements of the group and invite experts to it. Invite each student group to present their results to the rest of the class and to the experts. Let the audience give them constructive feedback! Each student then receives a ViewMaster Diploma followed by a celebration time altogether.

PRE-REQUISITES OF THE PROJECT



It is important for the teachers to have [training on how to lead a philosophical conversation](#) and recognise a valid argument from a biased one. Consider training yourself and your team upfront in order to be prepared for the «Thinking» pillar where it is essential to come with powerful examples and arguments.

BEST PRACTICES AND LESSONS LEARNT

One of the main success factors for this project is to make it [transferable across different courses and disciplines](#). It is of course easier to do so if you manage to involve other teachers in the school and work with a bigger group of students during the ViewMaster sessions.

This course is aimed at breaking prejudices. It starts with the school and teaching methods themselves. So [start teaching in a different way!](#) For instance, it can be beneficial to take the students out of the classroom once in a while and give a lesson from a park or from another place.

It also requires you to [adopt a coaching attitude](#) in order to help the students develop their approach on the topic with full autonomy while feeling guided and supported along the way.



BENEFITS

Among the many benefits of the ViewMaster sessions, it usually is a great way to reduce absenteeism and prevent school drop-outs. By engaging every student in the process, ViewMaster makes them feel motivated, shows them that they also have a voice and that they can believe in their own capacities and in each other. It shows a great impact on the students ability to listen actively, empathize, understand each other and ultimately become more active citizens.

LIMITS & OBSTACLES

The ViewMaster project usually occur over the course of a trimester for a simple reason : the shorter the better! Indeed, too long periods around the same topics can be heavy both for students and for teachers. Also, despite students working on their topics in teams, it is essential that they also produce an individual work on their topic in order to build their own viewpoints before sharing them with their team. This limits the effects of mutual influence and can help introverts create their place in their team.

MORE INFORMATION TO GO FURTHER



CONTACT

Meet with the project owner
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VIDEO

Discover the story, the participants
and behind the scenes of the project
in video:
ashoka.org/en-be/eduinnovation

