



ARTISTIC BIRDSAVING PROJECT – SERVICE LEARNING THROUGH ARTS

SUMMARY (APPROX 100-200 WORDS)	PROJECT DATA
<p>In Austria we realized a transdisciplinary co-creation project with students of two different universities and disciplines: PHWIEN (University College of Teacher Education Vienna) and BOKU (University of Natural Resources and Life Sciences, Vienna) and representatives of two rural partners: PLENUM and EBI VEREIN. We started with two “live” modules in March 2020 but were stopped by the lockdown in Austria due to the pandemic. This made real conversion of the developed ideas impossible. However, the students were innovative and developed an idea book with many creative works (e.g. children’s book for biodiversity issues, podcasts, bird paths, bird dance, songs for children.)</p> <p>The service-learning experience that is presented here is part of the Erasmus+ Project “Rural 3.0: Learning through service for rural development” (Ref. 99382- EPP-1-2018-1-PT-EPPKA2-KA), a KA2 action (Cooperation for innovation and exchange of good practices - Knowledge alliances).</p>	<p>Country</p>
	<p>Austria</p>
	<p>Name of the course of the academic module designed for RURASL related to the activity</p>
	<p>Art & Diversity</p>
	<p>Name of the activity</p>
	<p>Service Learning Bird saving Project - CREATIVE IDEAS FROM STUDENTS FOR BIODIVERSITY ISSUES</p>
	<p>Name of Higher Education Institution</p>
	<p>PH Wien, University College of teacher education and BOKU Wien, University of Natural Resources and Life Sciences Vienna</p>
	<p>Person responsible for the project at the Higher Education Institution and email address</p>
	<p>Rolf Laven rolf.laven@phwien.ac.at</p>
	<p>Name of rural organization</p>
	<p>LAG plenum and Verein EBI</p>
	<p>Person responsible for the project at the rural organization and email address</p>
	<p>Sylvia Brenzel, sylvia.brenzel@plenum.at</p>
	<p>Number of participating Higher Education students</p>
	<p>40</p>
	<p>Degrees of the participating Higher Education students and course (1st year, 2nd year,...)</p>
	<p>Bachelor course Primary Education 4th year and Master 1st year (Univ. BOKU)</p>
	<p>Number of beneficiaries of the service</p>
	<p>It was planned to offer the students service directly to the population of the town of Woelbling (Lower Austria, approx. 2.500 inhabitants). The mayor was very interested in spreading the service to the local school, interested public, sports clubs, etc.</p>

THE CONTENTS WHICH REFLECTS THE VIEWS ONLY OF THE AUTHORS, AND THE COMMISSION CANNOT BE HELD RESPONSIBLE FOR ANY USE WHICH MAY BE MADE OF THE INFORMATION CONTAINED THEREIN.



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Due to Covid we couldn't offer the service in real. Therefore we designed a compendium (idea book), which can even be distributed to more rural communities, which is – at the end – a big advantage.

PROJECT DESCRIPTION

Background of the project

BIODIVERSITY: THE BIRD SAVING PROJECT

The project was implemented in a course of the creative branch of the University College of Education, Vienna. In the course 'Final Project Creativity', many project partners from Lower Austria and the region were involved.

In order to better illuminate the aspect of biodiversity we cooperated with the University of Natural Resources and Applied Life Sciences Vienna. The Master students of the University of Natural Resources and Applied Life Sciences Vienna were able to contribute their expertise in the fields of landscape planning, biodiversity, biology, landscaping and birds to the projects. Explicitly, a bird conservation project was the subject of the project.

The room was prepared for aesthetic experience with sunflower seeds, birds, projections to represent the bird project.

In order to better network the students and to initiate the artistic project ideas, the 'Empowerment Bingo-Method' was used in the course: 'Empowerment Bingo' - is a bingo game where numbers are dealt on entry and then drawn. You get chocolate and a partner student from the other university. Methods have been adapted, basically the following methods have been used and have been very supportive in the creative development of artistic project ideas: 6 Hats, Stimulating Picture Method (with art postcards and other stimulating postcards), Ecriture automatique, Morphological Box, Contrast Inversion, Kaleidoscope, ABC Lists, Starbursting, Walt Disney Method, Elevator Pitch. The practical work on site was stopped by Corona. Ideas that were created with the above-mentioned methods have to be changed remotely. After uncertainty about the duration of the contact block by Corona, the ideas will be kept more general and will be revised as a kind of didactic concepts supra-regional, i.e. more generally valid and not related to the planned location. This is to be a publication in a kind of compendium of artistic project ideas for rural communities on the subject of bird conservation.

Time of COVID-19 Pandemia. Distance and Homeschooling in fine art projects? How should something like that get together? We need to switch to Service E-learning and were looking for digital strategies through the Corona time.

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General social needs addressed by the project

The combination of Service-Learning and Third Mission activities with the power of art is capable of creating impressive solutions.

Rural 3.0 is an international example for working for changes in rural areas and to develop and implement new learning and teaching methods.

These digital learning tools have new qualities that can be used very well in times of COVID 19 and times of social distancing.

Creativity Methods and Methodology of Online World Café are new approaches and experiments to test out the possibilities for specifically rural areas. We gave concrete examples of a biodiversity project and will work it out in a book publication for rural areas.

Ultimately, a merge between scientific approaches from the fields of Art, Art Education and Service-Learning are the goal.

Artistic projects are an impressive example that everyone can make a contribution, in the sense of the "Gesamtkunstwerk". This concept has been redesigned for contribution to the promotion of and participation in a democratic society, and the background of educational theory.

Service and Learning objectives

Main problem what Rural communities have (that make up over 90% of the territory of the EU and are home to more than 56% of the population) are the limited opportunities for establishing strong university-community networks. Problems of rural areas are focused on educational, social and cultural conditions or environmental problems. As a result, the labour force is affected by a lack of structure, diversity and capabilities, caused by the emigration of young people - those with appropriate skills and a high level of education. Previous research has concentrated mainly on economic and political issues in urban areas. There is furthermore no link between the academic context and rural communities.

The situation in Austria regarding the 'Third Mission' and present our part of the EU project Rural 3.0. Subsequently we will discuss the power of art (supported by Joseph Beuys and his 'Social Plastic') in relation to Service-Learning and give a concrete example of a biodiversity project. Due to the COVID-19 crisis the project has also dealt with digital strategies (Service E-Education).

This objective of the project was to collect ideas and projects to show possibilities for rural areas with the power of art.

- "it is an excellent opportunity for young people to understand how they can use their knowledge in their community. in the development of your community."
- "Collaboration between HE institutions and Rural partners is a pathway to social transform."
- "Covid19 challenge: old & young combination = preparing the future"
- "Online experiences give new opportunities for connecting and participation. To create more partnerships, it is important to work on internet connections and help to create online connections between students and rural areas."
- "Language of materials - if it is English it is good for international dissemination"

Linkage with the Sustainable Development Goals (SDGs) and its targets



2.4 By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality.

2.5 By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed.



4.7. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

<https://sdg.humanrights.dk/en/goals-and-targets>

Other organizations that participated in the project

EBI Verein, BOKU

Dissemination activities of the project

Dissemination: "Student Engagement in Higher Education Institutions":

On 3rd of April 2020 Rolf Laven and Wolfgang Weinlich were invited by the University of Maribor to present the research alliance "Rural 3.0 Rural_SL: Service Learning for the Rural Development" at the online conference "ECOLOGY FOR A BETTER TOMORROW" at Rakican/ Murska Sobota (Slovenia)- Title of the speech: "Service-Learning with the Power of Art for Biodiversity in Rural Areas"

At the online symposium "Student Engagement in Higher Education Institutions" on September 24th, 2020 Rolf Laven and Wolfgang Weinlich presented their papers to "Further research perspectives on Student Engagement-Paper Presentations" and disseminated Rural 3.0 and the methodology of Online World Café.

Human resources and materials needed

Artroom, 7 teachers and students

Celebration

Through Covid 19 only Newsletter Information, Production of digital and analogous catalogue.

All Solutions given through the service to the identified rural needs

The catalogue is full of ideas, spreading biodiversity issues. Because of Covid the project cannot take place on site planned in Woelbing, but the materials would be very helpful for other rural communities to have new project ideas.

ACTIVITIES CARRIED OUT FOR ONE OF THE SOLUTIONS GIVEN TO ACHIEVE THE OBJECTIVES OF THE PROJECT TRANSFER OF THE SOLUTION USED IN YOUR PROJECT TO OTHER RURAL COMMUNITIES

Students and teachers engagement:

- Participation in an interdisciplinary training session with students/teachers from another university with other academic backgrounds and subsequent reflection (development of interdisciplinary team work skills).
- Teambuilding amongst the students/teachers from two universities, who wouldn't normally meet.
- Development of creative ideas, sensing into and responding to requirements from a rural area.
- Reflection and exchange in order to adapt to the exceptional situation of confinement.
- Participation in virtual meetings using Zoom and exploring digital opportunities to implement the project idea.
- Collaboration in the adaptation of teaching to the remote modality.
- Design of activities and teaching materials.
- Presentation of the students' work.
- Documentation of the students' work (see e-book).