

Education and technology

in Global Gincana

GLOBAL
GINCANA

PROJECT

Our society is acquiring an increasingly international character. This makes it essential that today's school pupils prepare themselves for living, learning and sharing in our global society.

Internationalisation in education is therefore high on the political agenda.

Rinske Hordijk

The current level of globalization means that pupils must be prepared for a place in society that extends beyond the Netherlands. But within the national borders too, society is becoming increasingly multicultural. The internationalisation of education provides handles for developing social skills within the context of a global society. Learning about and dealing with cultural diversity across the borders and within our multicultural society is an important aspect of this; young people must learn to appreciate the diversity of cultures and ethnic backgrounds. Knowledge of international developments and modern language skills are essential

if they are to live, work and compete in today's global knowledge economy. Against a backdrop of these motives, internationalisation has been incorporated into education in several ways: in the curriculum itself, in teaching material and by means of intercultural exchange projects. Many institutes of education are now offering bilingual education and have exchange programmes and school partnerships. Although the European Platform plays an important role here, smaller organisations and foundations are also setting up interesting initiatives.

INTERCULTURAL EXCHANGE

Intercultural exchange can be a physical activity, but thanks to new media it can also take place at a virtual level. The development of new media and the more permanent position it has adopted on the school curriculum offer opportunities for international exchange, and throw open the literal and figurative borders of the classroom. Internationalisation does not only have benefits for the pupils; international experiences can also be highly inspirational and motivating for teachers and allow schools to raise their external profile.

Young people learn most from each other during direct contact. Hearing each other's personal accounts gives them a better notion of a different culture. New media can facilitate and stimulate this direct dialogue, by connecting young people via live-streaming and by supporting their dialogue with audiovisual input. Mobile technology makes it possible to extend these global learning moments across the borders of the classroom, giving young people a more direct picture of each other's living environments. In this way, connected via diverse media, pupils can swap experiences and tell each other about their individual lives

in another country or another city, where despite the different values and standards, similarities in everyday life can also be witnessed. This direct dialogue and exchange form the central pivot of the Global Gincana project, which Waag Society is developing in association with Mobilefest from Sao Paulo, Brazil. Global Gincana is studying ways of using new media and mobile technology to draw young people from two different places in the world (Amsterdam and Sao Paulo) into a joint creative process, even giving them the tools they need to create and visualise this exchange.

Photo: Alexandre Nascimento - street art in Sao Paulo

But why did we choose to connect kids in Sao Paulo and Amsterdam? The relationship between these two cities might not be as clear as the relationship between Amsterdam and New York which is celebrated in this years Hudson 400 festival and The Island project.

As for Sao Paulo and Amsterdam, both cities are famous for their multi-ethnic background and praised for their 'open mind' approach towards different cultures. In both cities, the urban landscape is a clear visible statement of cultural expressions that seem to be a mix of cultures. The Brazilian multi-cultural society, with their flexible mentality and ability to combine and mix rather than exclude, serves as an example for other countries. Or, as one of the workshop participants during the pilot said: Brazil's multi-cultural society seems to work because people will adapt, rather than adopt. Amsterdam is also known for its mixed population and tolerance; it is the most multicultural in the world consisting of 45% foreign citizens with a total of 177 different ethnicities. The immigrant culture has contributed to the tolerant attitude, which has enhanced the economic and cultural development of the city.

In respect to intercultural education and exchange, it would be interest-

ing to explore first-hand the impact that multi-ethnic societies of Sao Paulo and Amsterdam have on the every-day life of young people living in these cities. How do they experience their multi-ethnic societies in terms of cultural expressions and attitudes? What can we learn from looking at a multicultural society on the other side of the world and our own in a more profound way? Global Gincana wishes to contribute to the understanding and acceptance of other cultures in the current polarized society, where cultures seems to have driven apart more and more, instead of coming closer together.

GLOBAL GINCANA

During the Global Gincana project, high school students in Amsterdam and Sao Paulo get engaged in a collective game quest on identity and cultural heritage in their multi-cultural urban society. Through location-based (GPS) mobile technology, they explore their cities on the impact that the multi-ethnic societies of Brazil and The Netherlands have had on urban culture. The ultimate goal is to stimulate thinking about transformation of cultural phenomena through 'culture mash-up'. In both cities, connected teams of players investigate themes such as music & dance, lan-

guage, fashion, habits & rituals and design & art and collect interesting examples, expressions and stories.

BRAZILIAN GINCANA

The format of the game will be inspired by gincana, a traditional Brazilian collective game, in which kids are divided into groups that compete against each other, usually in an open setting. Participants are challenged to undertake different tasks, which can involve finding specific objects or information, and also sporting, cultural and artistic skills, in order to collect points. The Dutch students will discover the old tradition of the Brazilian Gincana in which collaboration and competitive spirit are crucial to succeed. The Brazilian students are given access to technologies and learning methods developed with and used by Dutch schools, presuming that a hands-on way of teaching and learning could lead students to better understand their past and present in a critical manner.

FIRST PILOT

The project held its first pilot around Paulista Avenue, Sao Paulo. A group of 11 to 18 year old students played two Gincana example games that we produced around the busiest street of Sao Paulo's working area: the Paulista Avenida. In the first



Rinske Hordijk, head of programme Education

Providing kids with tools to create a creative or artistic experience, stimulate their fantasy and make them proud or amazed by what they've seen or done, is what the Creative Learning programme is all about. Working towards the Childrens Museum of New Media and Culture of 2011 now!

PEOPLE



Wietske Huisman, communication

Mix digital technology with good old materials like clay or LEGO and you've got the perfect combination to stimulate creativity and media literacy.



Marieke Hochstenbach, educational developer



Kaja van Rhijn, educational support

Our ever changing world demands flexible, adaptive and creative knowledge workers. The inevitable future depends on the development of creative human networks and social innovation, creative minds will rule the world!



Henk van Zeijts, programme manager Education

We cannot predict the society of the future. We need passionate, self-conscious and modern people with flexible, creative minds to shape this future. Why don't we educate them in this way?



Keimpe de Heer, Creative Learning Lab manager

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