



KED

Newsletter Issue 1

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VISITORS FROM KURE CITY, HIROSHIMA VISIT KUNSKAPSSKOLAN SPÅNGA

Wishes for the New KED Year

by Cecilia Aronsson
KED Network Director

Which "KED thing" matters the most to you?

My answer is our shared community. This newsletter shows the wide spectrum of ways to create learning opportunities for students and staff by turning to our joint community.

As Pritpal explains in her illuminating article, students need more than lectures. How do we deliver what the curriculum tells us to teach? There is much potential for progress if we creatively address how we approach the learning goals.

Talking about the community: One of the most common findings at schools is that students have higher results when they feel like they matter and belong. Actively cultivating an inclusive school community through the KED Network can help students develop this sense of belonging and feel like they matter.

My job is to help spread a deep sense of KED community to all of you in the Network. I am excited to carry forward this mission into the new year and to work with you to realize what is possible. Inbox me your ideas and wishes to

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KED Business Buddies Get Together in Malmö to Become Brave Entrepreneurs

by Tulio Capriles

Head of Business Studies, Kunskaps gymnasiet Malmö

KED Business Buddies is a collaborative project involving six Kunskaps gymnasiet Upper Secondary KED schools in Sweden, together with KED Inspired EWS Academy in England. The purpose is to give business students an extra dimension to their learning.

At the end of November, 20 students from these seven schools spent four days in Malmö, accompanied by their business teachers. The agenda combined company visits with group exercises and team building activities.

On day one, the buddies paid a visit to prestigious Lund University to hear about its higher education programs for prospective entrepreneurs, followed by a trip to the Venture Café at Ideon Agora, where students presented their business ventures and shared useful advice. An entrepreneur should never hesitate to ask for help, the buddies learned.

"It is very good to meet and learn from practicing entrepreneurs," says business buddy Filip Lundqvist.

"I'm happy to have established some personal contacts at Lund University," adds buddy Tobias Jackson.

Back in Malmö, the students met with Johan Heden Hultgren, Co-founder and CEO of Swiftcourt, a startup company that offers online agreements and legal protection for contracts such as the purchasing of a car. Johan explained that perseverance is crucial to succeed as an entrepreneur – as you start off your business, you are going to hear the word "No" countless of times, but you should keep fighting for your idea. Being passionate about what you do, while not being too serious about it, is another thing that characterizes successful entrepreneurs:

"We learned what it is like in practice to work as an entrepreneur, not only the glorious bits," reflects business buddy Linda Ohlsson.

The group then visited Media Evolution, which is a platform built to encourage collaboration between different players within IT and media. The week ended with a presentation delivered by Saab Kockum about their remarkable history in the business life of Malmö, and the ongoing development of the new A26 submarine.

Anders Wallentin, who is conducting recruitment at Saab, told the students to choose higher education programs in technology to best prepare themselves for the future. A flexible mindset is also important to succeed, he added, using Saab's diverse history as an illustrative example – they, together with the rest of society, will not be the same in ten years' time.

In March, the Swedish business buddies will travel to Milton Keynes to reunite with their buddies at EWS Academy.

"I'm looking forward to introducing them to our business community," says EWS buddy Holly Boyles.



Kunskapsskolan Role Model for Schools in Japan

by Cecilia Aronsson
KED Network Director

Space is a resource for learning. When Japan looks to modernize its school system, the designers turn to Sweden and Kunskapsskolan. The purpose is to make Japanese education more individualized and IT-focused. To succeed, not only the educational content, but also the architectural plan, should be top class. That is why Japan decided to visit Kunskapsskolan Spånga – not once, but twice.

Class teaching is still dominant in Japan, despite several decades of discussions intended to modernize teaching and learning pedagogically and architecturally.

The visitors to Kunskapsskolan Spånga work at the department of architecture and civil engineering at the Kure National College of Technology in Kure City, Hiroshima. Gunilla Persson, Principal at Kunskapsskolan Spånga, arranged for the visitors to study every part of the KED school in detail.

What did the Japanese visitors do during their visit?

"They recorded in which rooms the students work, and at which computer stations. The students in each year group wore ribbon bands in different colours so that the researchers could monitor them. Students then got to answer a questionnaire about where they prefer to work individually and in groups. There were also interviews with students about how they select places to work," says Gunilla Persson.

What did they think about your school?

"Most of all, they were amazed by our working methods that are completely different from what they are used to in Japan, but they were also deeply impressed by our learning space configuration. They are fascinated by the way students move between different rooms for learning, while maintaining a peaceful working environment, also noticing the many large, open areas in our school," says Gunilla.

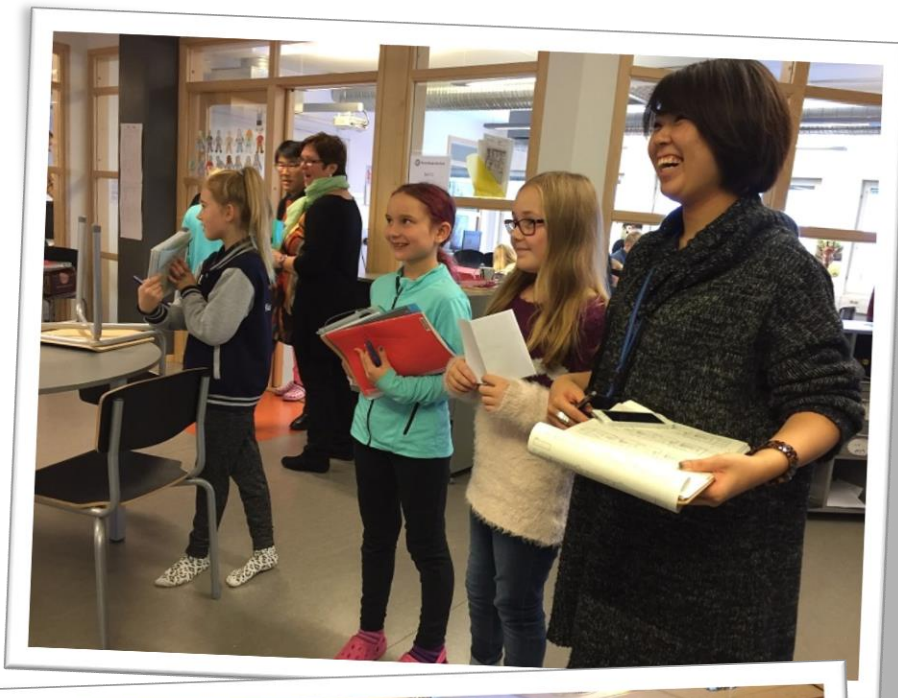
A KED school is built to be a welcoming place, where everyone is seen, created with glass walls, clearly marked zones for different subjects, and with spaces accessible to everyone. The entire school is united

through connections between the workspaces that allow a smooth flow between the students' learning activities during the day. The Japanese researchers were enthralled by Kunskapsskolan's typical workshop sessions, in which students regardless of their learning level all work

together in one place with several subject teachers.

What does your school's design mean to you as a Principal?

"I think that our spaces encourage learning and cooperation. It also makes everyone feel completely safe," says Gunilla.



Let's Dance - Buddies Communicate with Body Language

by Dr. Parul P. Vats

Co-Scholastic Team Lead, Kunskapsskolan Gurgaon

Kunskapsskolan Gurgaon, India, and Kunskapsskolan Katrineholm, Sweden, have set a new KED Buddies project in full swing.

The project was started with the aim of creating a holistic warm-up for the overall physical, emotional and mental development of students that can be used across the globe.

This was initiated with a strong belief of dance education as a crucial component of comprehensive education for all students. Dance is a form of art that promotes learning to communicate and express ideas, feelings, perspectives, and concepts. It has multiple benefits on the total health and well-being of young people.

I teamed up with Annika Ekling, teacher of Physical Education at Kunskapsskolan Katrineholm. We have exchanged videos where the students perform traditional Swedish and Indian dances. The students are having a lot of fun as they try the dances from the other country. In Gurgaon, students are now working on combining The Swedish Jenka and Polka dances with the Indian Hasta Mudra sequence.

Hasta Mudra, palm gestures, play a central part in Indian dancing. The movements can symbolize an emotion, mood, object, animal or a person. The two most important varieties are Asamyukta (single palm gestures) and Samyukta (double palm gestures).

The Swedish folk dances have a quicker tempo, but still remind Indian students of their own folk dance. So, for the next



[Hasta Mudra](#)

[Jenka](#)

[Jenka and Polka](#)

[Midsummer Dance](#)

[Indian version of Jenka](#)

stage of the project, the students in Gurgaon have decided to take up an Indian folk dance and share with their Swedish buddies.

Please use the following links to find the Swedish and Indian dances with instructions:

This has indeed given me the confidence to design more projects and share with the KED Network.



Is It Appropriate to Appropriate Someone Else's Cultural Habit?

by Linnéa Botvidsson, Lina Hellman & Sara Lidetoft
Graduating Students, Kunskapsgymnasiet Norrköping

We are three students who are taking the course "Globalization" at Upper Secondary KED school Kunskapsgymnasiet in Norrköping, Sweden. We are now going to tell you how we excelled in this course with the help of our KED buddies in India.

The task

Our task was to make a survey about a topic that we could connect with the concept of cultural appropriation. Cultural appropriation refers to the adoption or use of elements of one culture by members of another culture. But what if the property of one culture is used by members of another culture, without the consent of the members of the originating culture?

The method

To answer this question, we distributed surveys in both Sweden and India via Google Forms. We focused on the attitudes concerning "Mehndi" – a cultural and religious tradition in India and neighboring countries, whereby a paste of henna is applied in patterns on the skin of women and men. Lately, Mehndi has been popularized as a beautifying device by celebrities in

We asked the Swedish sample group if foreigners are entitled to use Mehndi in the same way as Indians, and then asked the Swedes to anticipate how Indians look upon foreigners using their tradition.

The survey in India aimed to establish what role Mehndi plays in the everyday life of Indians, and the opinions regarding the globalization of Mehndi.

The results

We made several interesting findings. The Swedish respondents point out that countries in the West generally have been dominating throughout history; yet the majority think that everybody should be able to use Mehndi, regardless of relation to the culture to which the ceremony belongs.

The answers from students in Year 8 and 9 at Kunskapsskolan Gurgaon indicate that they do not see a problem with Mehndi being used by other cultures. Quite the reverse, most respondents view it as a way for other people to appreciate Indian culture. Some, however, think that people in the West should be more mindful of Mehndi's original purpose in the context of Indian weddings, ceremonies and celebrations.

Our thoughts about the project and



cooperation with KED Buddies in India

Working with a survey in two countries allowed us to receive quantifiable and reliable results. It was rewarding to connect with the Indian sample group as it enabled us to gain a greater understanding of our chosen topic, and a foundation to make a comparison between the Indian and Swedish attitudes. The answer rate was higher in India than in Sweden. Using the links of the global KED Network in our coursework added a whole new perspective to our studies.

Note: In February 2017, six students from Kunskapsgymnasiet Norrköping, and two other Upper Secondary KED schools in Sweden, are travelling to Kunskapsskolan Gurgaon to conduct research for their graduation theses. The KED Network is becoming a valuable asset in our joint effort to give students a world-class learning experience.



particularly Europe and America.

How Do We Support Our Students to Let Them Be Who They Are?

by Eva Säverström Swartz
English Teacher,
Kunskapsgymnasiet Norrköping



In November 2016, I left Sweden to spend a week in the Netherlands as part of the KED Teacher Exchange Program. My host Selma van Beek and her colleague Daisy Klaver, who work at RSG Slingerbos and RSG Levant, hosted me and Emelie Hallquist from Kunskapsgymnasiet Globen and made sure that we had a wonderful week.

I had spent the previous year considering and learning more about norm criticism. When discussing these topics with colleagues and friends in Sweden, I have come to realize that most people tend to believe that they are very tolerant and that they are critical to the norms in society. But most of us are not. Believing we are critical to norms is not the same thing as actually being critical. So, in my research at the teacher exchange visit to the Netherlands I tried to answer the question:

Do we support our students enough to let them be who they are?

So, what can teachers and other members of school staff do to help include all students when teaching or interacting in general? Well, there are several things that can be done, but first we need to learn more about the norms of society and how to be critical to the norms. Preferably all members of school staff should receive education on norm criticism. Until this can be arranged, we can apply checklists to at least avoid the most common mistakes. For instance, when writing texts for students, we should never presume that the reader:

- is heterosexual
- has a partner
- is a cis-person*
- has a certain color
- is born or raised in the country where you are
- knows about your city or part of town
- is of a certain faith
- wants to have or can have children

- has two parents or parents with different genders
- lives with or has grown up with their biological parents
- does not have a physical or psychiatric disability
- has a certain financial situation or lifestyle

As teachers, we should understand the importance of including all students in all situations in school. We will never know a student's inside simply by judging from their outside.

It has been a wonderful opportunity to visit and get to know other teachers within the KED Network. Now Emelie and I are looking forward to hosting Selma and Daisy in March when they come to Sweden to carry through their research.

*has a gender identity that matches the sex that they were assigned at birth. Source: Swedish Federation for Lesbian, Gay, Bisexual and Transgender Rights.

Unlocking the Learning Portal Power

by Pritpal Chandan


Director of Curriculum Development, KED

Recently, I had the privilege of launching the Arab International Learning Portal (AIP) at our new Nün Academy in Jeddah. This opportunity presented itself as a good time to reflect on two questions:

1. How do we currently use the Learning Portal in the KED Program?
2. Is there a better way of using this tool?

Traditionally, students move through the steps courses at their own pace. Therefore, for these subjects, the Portal becomes an integral part of the learning. The Portal informs the students of their learning goals and expected standards. It also provides students with practice tasks and learning goals. Therefore, it is difficult to see how students could move at their own pace without a Learning Portal. But, what about the theme courses? How can we use the Portal in these subjects in a way that improves both the teaching and the learning? In the process of answering these questions it was important to consider how the teacher and learner should view the Learning Portal in an ideal situation. The boxes below represent ideal teacher and student perspectives of the Learning Portal.

For the pedagogical dream above to be possible, it is vital then that the teacher sessions and e-learning moments that happen on the Portal complement each other and work in complete harmony in a way that benefits both the learning and the teaching. "Flipped learning" is a popular approach today. This method allows teachers to flip their classrooms so that students can watch/read and practice in their own time, while the teachers spend more



Learner perspectives of the Learning portal

"Wow! I can read ahead of the teacher!"

"I couldn't pause the teacher but I can pause this video on the Portal."

"I didn't understand this topic in class. I can use the Portal to re-visit it."

"I can use the Portal to catch up or read ahead."

"I can use the Portal how I want, when I want, wherever I want!"

"I need to work on Science. Let me work through some of the tasks on the Portal"

"Interesting video! I wonder what else the teacher will tell us about this topic."

"If I work through the Portal, I can have good questions for the teacher!"

"The Portal shows me how I can improve."

time on higher order thinking skills such as analysis, evaluation, synthesis and problem solving. The learning experience then becomes a perfect blend of e-learning using the Portal in workshops/home, and teacher sessions (lectures, seminars, lab sessions and communication sessions).

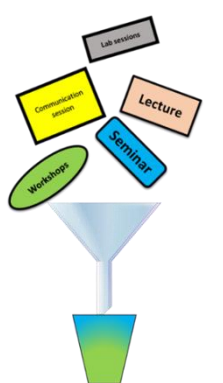
Each learning goal is unique and has its own needs. Therefore, each goal requires its own special blend of workshops and teacher-led

sessions. Three examples have been given in the diagram below.

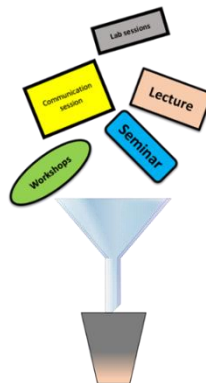
For Goal 1, students can be asked to use the Portal (during workshops) to learn about established methods of reducing waste and then to present them in a seminar. A lecture is not vital for this blend as students have learned about the importance of reducing waste in previous grades and there is no difficult biological concept that stands in the way of the student achieving this goal.

Goal 2 is based on practical skills and has a lot of safety advice associated with it and therefore, a demonstration in the form of a lecture is needed followed by a lab session where students produce the Copper Sulphate crystals.

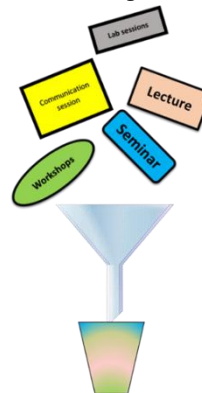
Goal 3 requires a mixture of skills; obtaining new knowledge and synthesizing an opinion. So, the exposure of learning material to students before they attend the lecture will mean they are primed to be actively involved in the lecture. The lecture is vital due to the specialized terminology involved in this goal. A workshop following the lecture is vital so students can re-visit the topic on the Portal or collaborate to develop an opinion before they take part in a potential debate in the form of a seminar.



Learning Goal 1:
To develop methods for reducing waste



Learning Goal 2:
To produce Copper Sulphate crystals



Learning Goal 3:
To explore the ethics of embryo screening

Teacher perspectives of the Learning portal:

"The Learning Portal keeps me informed of the skills my students need to develop."

"The Learning Portal specifies the content and depth that my students need to be exposed to."

"In the first few years, I will need to model the use of the Learning Portal in my sessions."

"What can I do in my sessions so that the students can attempt the tasks on the Portal"

"I must make obvious connections to the Portal so the students are motivated to use it."

"If I use all the Portal resources in my sessions then what will learners use for independent work?"

"Students can listen/watch/practise using the Learning Portal, while I focus on application, analysis, synthesis, evaluation and problem-solving in my sessions"



It is worth mentioning that the exact blends can vary depending on:

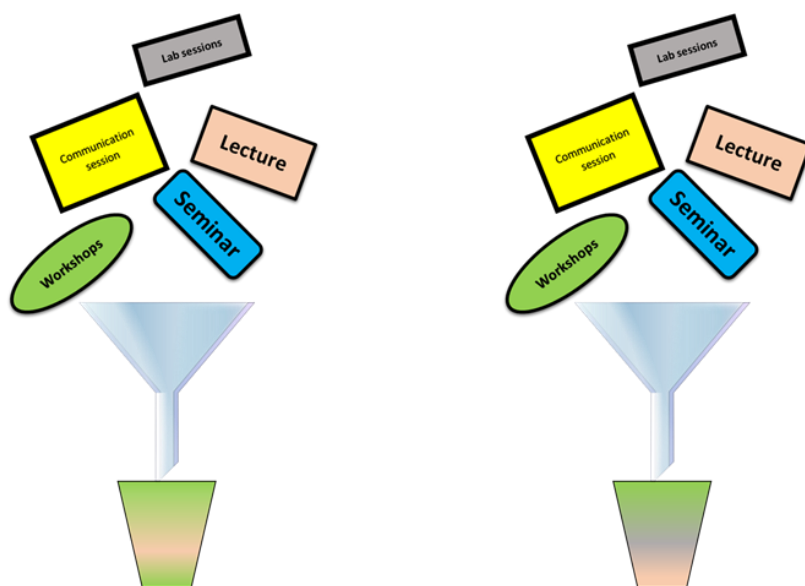
- the competencies of the students in the group
- the prior learning of the students
- the resources/tasks available on the Portal

For example, the diagram below shows two different blends for the same learning goal. The first blend would work for a class ready to take on abstract ideas such as balancing equations. The second blend would work better for students who need a lot more scaffolding in the form of a lecture to start with, followed up by a lab session in which they develop an equation as they synthesize the chemical product, almost building the equation real-time, followed by a workshop where they practice balancing equations.

In this way, the exact blend can be personalized for the class in front of the teacher. Furthermore, exactly how and where the students use the Portal for a goal is personal to them. As per educational research, blended learning works best when the pedagogy around the e-learning technology is sound. In other words, having the Portal is just one part of the whole picture. It is the story that the teachers weave around the Portal that will determine its impact. Determining the blend for each goal is one way of developing this story.

It is worth noting that this method is completely reliant on teachers being transparent about the blend with their learners. It is also essential to have a common understanding of the different types of KED sessions and their role in the learning process. In the KED Learning Portal development team, we feel that transparency is the first step towards achieving personalized education. Once students understand their learning journey, they can truly take control of it.

Note: In line with the principle that every student has their own learning journey, it is now possible for students to personalize the starting page of their Learning Portal.



Learning Goal: To balance chemical equations



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EDUCATING THE GLOBAL GENERATION