



FH Burgenland

UNIVERSITY OF APPLIED SCIENCES

BRINGT BESONDERES ZUSAMMEN

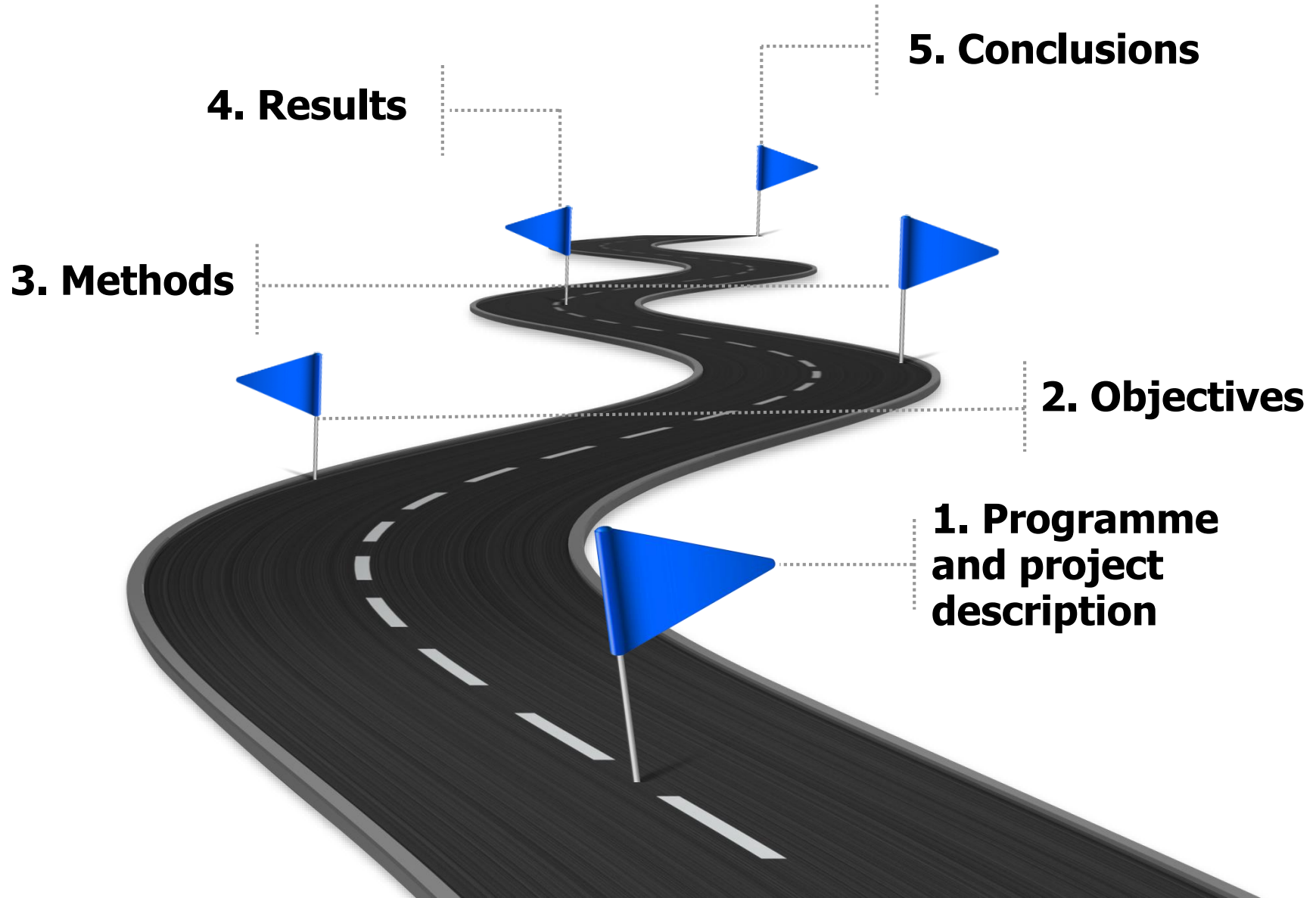


Importance and challenges of research cooperation between secondary schools and universities – using the example of the project „My heart and I – together healthy“

Barbara Szabo & Karin Schweiger

Szombathely, 18th-20th September, 2014

Structure



Programme and project description	Objectives	Methods	Results	Conclusions
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...is a programme of the **Austrian ministry of science and research**

...wants to establish **networks** between secondary schools and research institutions



...promotes projects in which **schoolchildren are actively involved** in the research process

...tries to increase the **interest of adolescents in science**

...’s vision is to **break down structural barriers** between the education and academic system in Austria

Programme and project description	Objectives	Methods	Results	Conclusions
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Sparkling Science



importance of health and health promotion



- **demographic changes**
- **health literacy** and **health behaviour** of adolescents
- adolescents = important **target group** of health promotion
- **evidence based** health promotion

My heart and I – Together healthy



model project
„Together healthy
in the district Oberwart“

process evaluation

school as an important setting

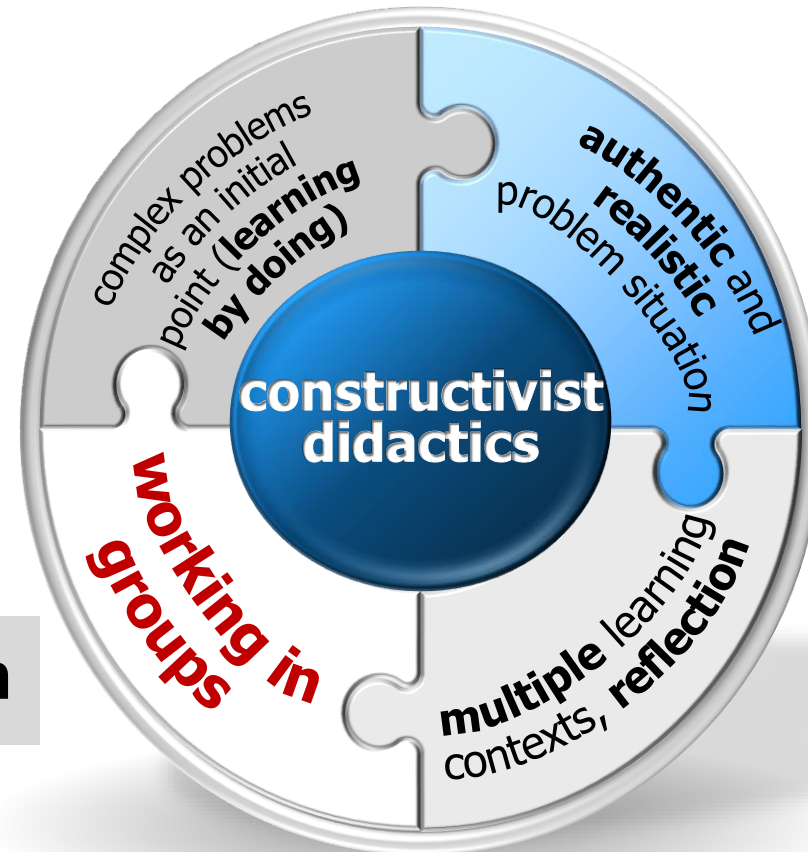


- adolescents spend **lots of their time in schools**
- school has an **influence** on adolescents' health

Programme and project description	Objectives	Methods	Results	Conclusions
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Peer Group Education

- pupils **organized projects** by themselves
- **peer-leaders**
- pupils „**taught**“ other pupils

**sustainable learning
and teaching**

Programme and project description	Objectives	Methods	Results	Conclusions
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Scientific project theses

physical activity
nordic walking,
pedometers

nutrition
healthy school canteine

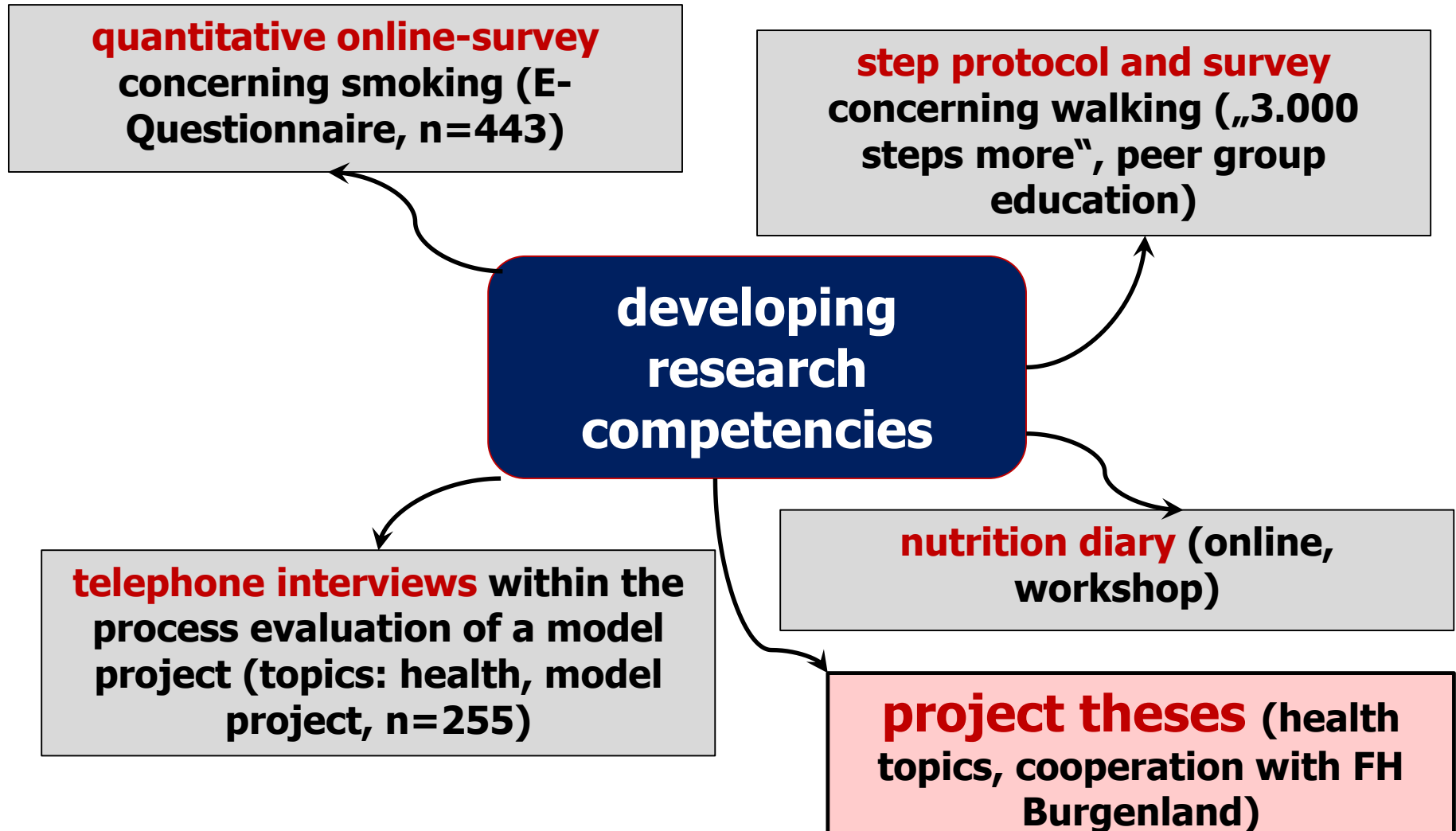
psychosocial health
eating disorders

developing research competencies

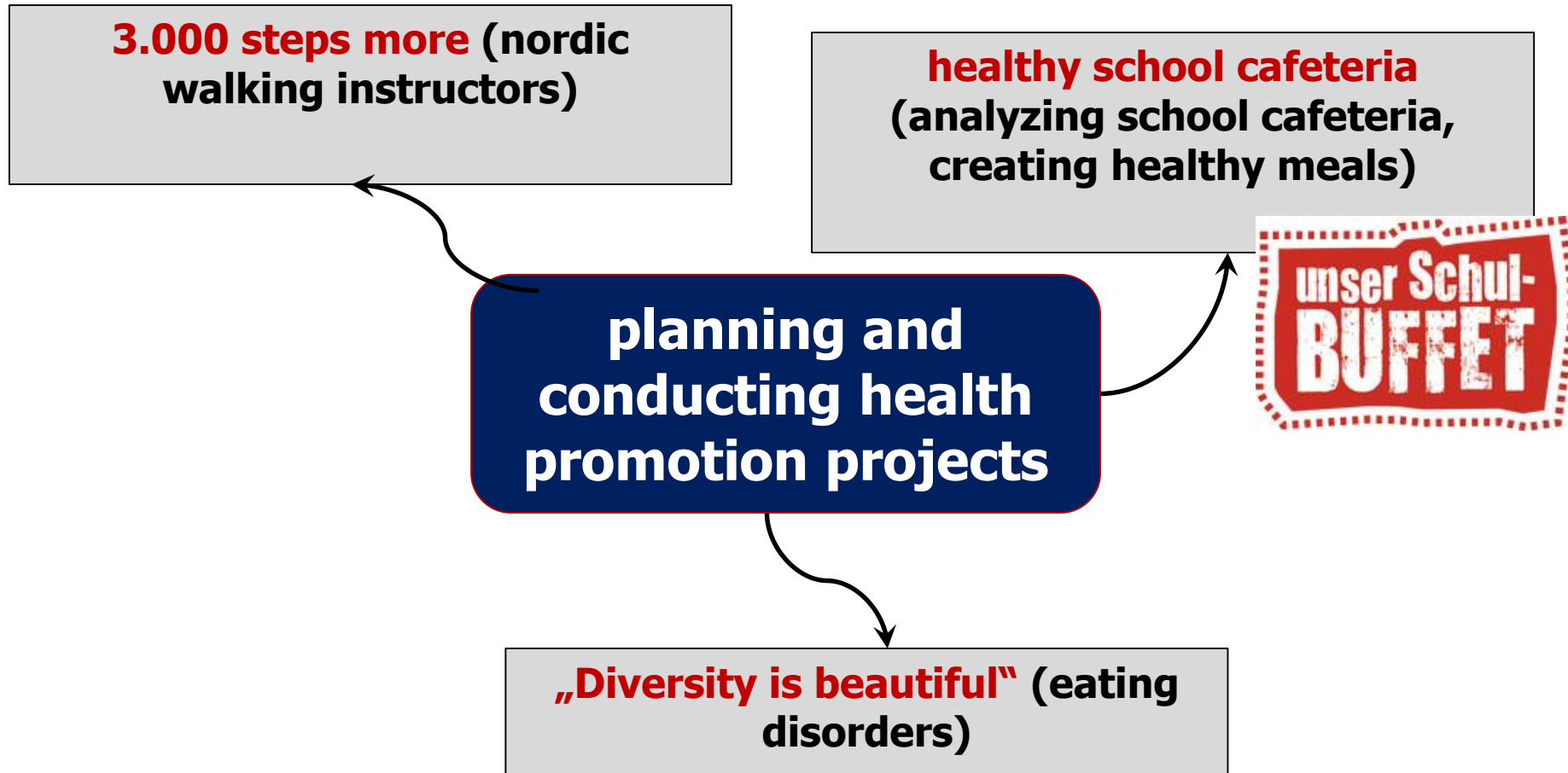
- quantitative online-survey
- qualitative process evaluation

– ...

Programme and project description	Objectives	Methods	Results	Conclusions
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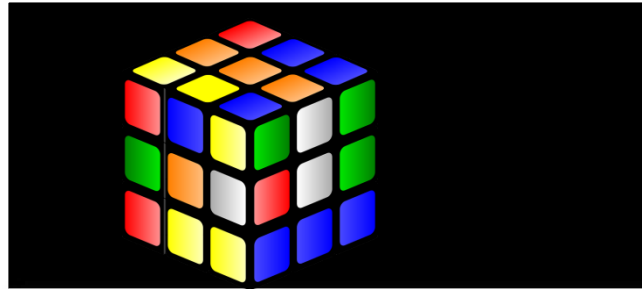
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Potentials

- **pooling competencies**
- **constructivist didactics**
- **peer group education**



Challenges

- **organizational conditions**
(duration of a teaching unit, voluntariness)
- **motivation**
(Wesentliche Verbesserung eines Produktes, Lösung oder Prozess)

freedom concerning time

innovative didactic methods



win-win situation
(secondary schools, research institutions)

References

- Arnold, R. (2007). Ich lerne, also bin ich. Eine systemisch-konstruktivistische Didaktik, Heidelberg.
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- Reich, K. (2005). Konstruktivistische Didaktik. In Schulmagazin 3/2005, Oldenbourg.

Thank you for your attention!

Barbara Szabo, MA



**University of Applied Science
Burgenland**

Steinamangerstraße 21, 7423 Pinkafeld
Tel +43 3357 45370 1340
barbara.szabo@fh-burgenland.at
www.fh-burgenland.at