

THE
NOBEL
PRIZE

Workbook for hubs

NOBEL PRIZE
TEACHER SUMMIT
2023

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An online programme with a mix of short
lectures, panels, and discussions

NOBEL PRIZE TEACHER SUMMIT 2023

Teaching Knowledge – Learning Engagement

Engagement requires understanding, and understanding requires knowledge.

As our societies face major challenges, it is more important than ever to uphold democratic values, human rights, and trust in science. As educators, we play a crucial role in promoting engagement. How, then, can teachers help students to understand this pivotal relationship between knowledge and engagement? These are the core questions of the Nobel Prize Teacher Summit 2023. Because we are confident that the unique position of teachers is crucial in this global transformation.

This workbook is a tool for you to use along with the recorded version of the summit. It is divided into chapters to facilitate discussions after each talk.

More material from the speakers can be found at <https://nobelprizemuseum.se/en/presentations-3/>

We hope you enjoy it!



ROBERT FLUX
Actor with the permanent ensemble at Stockholm City Theatre

Opening words to the Nobel Prize Teacher Summit 2023

10 minutes

Robert Flux reads from *A Book of Mean People* and reflects upon the importance of engaging children in reading and developing a lifelong love for books to equip them with an open heart and an open mind.

Questions to discuss:

1. How can we use heroes in the classroom?
2. What favourite books do you use in the classroom to discuss difficult subjects?
3. How do you use stories in the classroom?
4. How can one stimulate students' imagination?

Notes:



EMMA FRANS
Doctor, Author and Science Writer

Scientific Thinking During an Infodemic

Lecture 15 minutes

The rapid proliferation of misinformation and disinformation online has been recognised as a threat to both our democracy and public health. Accessible generative AI tools are making it increasingly effortless to generate sophisticated texts, images, and videos with the intention of deceiving the general public.

Questions to discuss:

1. How do we talk to students about conspiracy theories?
2. Do you teach about "misinformation"?
3. How can schools handle and address "misinformation"?
4. Critical thinking – how can it be taught? Real-life examples.
5. How do you make room for different opinions in the classroom?

Notes:



ANDERS TEGNELL
Sweden's State Epidemiologist during the Covid 19 pandemic

The Face of Science

Interview 15 minutes

Every day at 2 pm he held press conferences about the latest developments, where he explained what the scientists knew and did not know. He became the focal point for Swedish efforts to deal with the crisis, a position that created both support and criticism.

In this interview with Gustav Källstrand, we will hear about how his trust in science and facts helped him navigate a complicated situation and deal with both praise and criticism.

Questions to discuss:

1. How did you talk to the students during the pandemic? How did the school handle the situation?
2. How was information about the pandemic handled in your countries?
3. How can teachers talk about *trust in science* in their classrooms?
4. Does trust need to go both ways?

Notes:



EMMA FRANS
 Doctor, Author and
 Science Writer



ANDERS TEGNELL
 Sweden’s State
 Epidemiologist during
 the Covid 19 pandemic

Trust in Experts

Discussion 15 minutes

Science does not always have final or easy answers, especially to complex questions. We need experts to separate the things we know are right from what we know is wrong, but also to show us what we don’t know. This means that experts don’t have all the answers – and that they can disagree.

Where does that leave us non-experts? Do we need to become experts to know which experts to trust?

Questions to discuss:

1. Whom can we trust? How do researchers work?
2. How do you teach about the scientific method?
3. How can you train students in critical thinking?

Notes:



IANN LUNDEGÅRD
Senior Lecturer and Associate Professor at Stockholm University

Participation and Commitment in Teaching for Sustainable Development

Lecture 15 minutes

How can we motivate students to engage with their emotions rather than becoming indifferent? In education, knowledge and democracy stand as pivotal concepts. Teaching that combines these two aspects is essential for addressing future challenges and promoting sustainability. Join Iann Lundegård, senior lecturer and associate professor at Stockholm University and explore how emotion-based learning enhances student engagement, commitment, practical skills and confidence in the future.

Questions to discuss:

1. How can you teach in a way that involves students in the democratic process in the classroom?
2. How do you organize the work/education to give students the opportunity for creative and innovative ideas?

Notes:



PÄR JOHANSSON
Initiator and leader of the Glada Hudik Theatre

Right to Shine

Lecture 10 minutes

It began in 1996. Executive Manager Pär Johansson got a job at the local day centre in Hudiksvall. When he saw that the disabled were being sent on courses to learn to tie their shoes, he became frustrated. Surely, they should be able to channel their creative energy into something more important. Pär bought them shoes with Velcro fasteners to them and suggested that they should start learning to do theatre instead. The result was the Glada Hudik Theatre.

Questions to discuss:

1. In your country, what are some existing prejudices about people who deviate from the norm, and what can we do in our school to counteract this at the grassroots level?
2. What lessons can we draw from individuals or groups like those in 'Glada Hudik'?

Notes:



SARA BENGTTSSON
Cognitive Neuroscientist and Associate Professor in Psychology
at University of East Anglia

The Engaged Brain

Interview + Q&A 15 minutes

Where do we find the motivation to change the world?

Where do we find the motivation to change the world? In this interview, neuroscientist Sara Bengtsson and Gustav Källstrand discuss what engagement and motivation looks like in the brain, and how to understand the way our brains work in order to increase motivation and learning.

Questions to discuss:

1. Can we, through our teaching, increase students' self-awareness and belief in their own abilities?
2. How do I address students' mistakes? Can they be an asset in their development and knowledge acquisition, where students fail, try again, and eventually succeed in the task. In the same way as when learning to ride a bike?
3. What are your thoughts about giving tasks at a challenging level? How do we find the right level, and how can we work to provide all students with tasks at their own level?
Can we collaborate to find ways to individualize the tasks?

Notes:



AHMED ABDIRAHMAN
Founder and CEO of Järvaveckan

The Power of Inclusive Education and Empowering Teachers

Lecture 15 minutes

Ahmed Abdirahman draws upon his personal experiences and journey. In a world filled with diversity, it is imperative that our educational systems reflect and celebrate this richness, acknowledging the profound impact of an inclusive and diverse education.

Questions to discuss:

1. As a child, one of Abdirahman's teachers didn't ask him what he wanted to be when he grew up, but rather what he wanted to change to make the world a better place. What would your answer be?
2. What can you do in your role as a teacher to contribute to such a change?
3. How can we help our students in avoiding stereotypes connected to people of different background and ethnicities?

Notes:



MARTIN SCHIBBYE
Journalist and Editor-in-Chief at Blankspot

The Search for Truth

Interview 15 minutes

Meet the journalist Martin Schibbye, who was innocently sentenced to 11 years in prison for terrorist crimes in Ethiopia. Today, he supports reporters around the world who have been imprisoned or persecuted in their work. Martin Schibbye meets with Carin Klaesson in a discussion about journalistic engagement and the dangers that can come with it.

Questions to discuss:

1. Schibbye talks about how to navigate between lies and truths. How can we train our students' ability to identify science-based facts and distinguish them from intentionally misleading information?
2. "Slowism" and patience are more important than courage, according to Schibbye. Can you identify situations in your classroom when this is the case?
3. What is difference between being a desktop journalist and a field journalist? Discuss the role of journalism. Do you agree with Schibbye's sentiment in this regard?

Notes:



AHMED BADR
Author, Professor, and Founder of Narratio

Reclaiming the Power of Narrative Agency

Reading + Lecture 15 minutes

There is a critical, yet often ignored distinction between a displacement story and the story of someone who happens to be displaced. Award-winning Iraqi-American poet and social entrepreneur Ahmed Badr articulates this distinction by charting his path as a multimedia storyteller – sharing his personal journey from Iraq to Syria to the US, and offering a framework for activating the creative power of displaced youth around the world.

Questions to discuss:

1. How can we work in the classroom to empower our students to share their own stories?
How can we make them feel that their story is important?
2. Badr talked about the importance of sharing your own story on your own terms, what does that mean for you?
3. What impact does it have to personify a bomb (as Badr does in his poem)?
4. How can we use object-oriented storytelling in our classrooms?

Notes:



DMITRY MURATOV
Nobel Peace Prize 2021

Freedom of Expression and Lasting Peace

Interview 25 minutes

In 2021 Russian journalist Dmitry Muratov received the Nobel Peace Prize. For decades he has been the Editor-in-Chief of the independent newspaper Novaja Gazeta, known for its investigative coverage of Russian politics. His astonishing work is a story of persistence, resistance, and courage. Dmitry Muratov meets with Carin Klaesson in a discussion on how freedom of expression is a precondition for democracy.

Questions to discuss:

1. Some people are willing to risk their own lives for what they believe in. What is it that makes certain individuals do this?
2. 47 Nobel Prize laureates have signed Muratov's call for action. Do Nobel Prize laureates have a certain moral responsibility in this regard?

Notes:



TAWAKKOL KARMAN
Nobel Peace Prize 2011

The Fight for Democracy

Interview 20 minutes

In 2011, Tawakkol Karman was awarded the Nobel Peace Prize for her “non-violent struggle for the safety of women and for women’s rights to full participation in peace-building work”. She played a central role in the 2011 uprisings in Yemen and has been working for human rights in the region ever since. Tawakkol Karman meets with Carin Klaesson in a discussion about courage, determination and how injustice against an individual is injustice against all humanity.

Questions to discuss:

1. To you, what makes a “good teacher”?
2. To you, what makes a “good student”?
3. We often discuss the influence that teachers can have on students, but how can students influence their teachers?
4. How can teachers empower students to enhance their engagement?

Notes:

Find more at:

nobelprizemuseum.se/en

nobelprize.org/educational

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