

ATS Poster for 17 September 14  
Ben Bachmair IoE

**Re-interpretation of war and peace:  
a personal learning journey using mobile devices**

Archbishop Tenison's School:

Target group: Post-16

Key features: Professional anti-war film - war and grace - video production;

Participants: 7 students, teacher, teaching assistant, IoE-facilitator, film producer, school chaplain;

Main sequences of the learning journey:

- Critical viewing an anti-war film (*We Went to War*) under guidance of teacher;
- Discussion with the film producer;
- Getting familiar with the poetic form of a cinquain;
- **Awareness path from war memorial to school:  
Religious Education: War and Grace  
Context awareness: Everyday life / War memorial / School**
- Students produce a video

**Leading idea for Awareness Path:  
Opening of the school and context awareness.**

Students create links to non-school contexts, including local war memorials and internet sites.

Students can investigate non-school contexts which are **not related to the issue of war**, but typical for youth and consumer culture.

**Media Enhanced Scenarios**

- **Scenario: *Memorial* - Framing war memorial by everyday life; Investigating war memorials and their social environment with videos and photos;**
- **Scenario: *From conversation to formal statement* enhanced by mobile video recording;**
- **Scenario *Traces* - War in our life world**

**Half day excursion:  
Awareness path from war memorial to school**

**(1) War memorial in the churchyard: fine art performance with students' mobile phones; chaplain's laptop; mobile phones of teaching assistant and IoE-facilitator**





**(2) Coffee shop: informal 'debriefing' upon the experience over coffee; conversational reflection on the fine art performance and ideas about war; video-interviews with mobile phone of IOE-facilitator**



**Issues of video-interview (in the order of giving statement)**

- Rest in peace and memorial (student Tomas)
- Wandering around the churchyard environment, feeling uncomfortable (student Neal). Neal is reluctant, perhaps shy during his statement. For talking he gets support by the chaplain. Recording his statement is not sufficient to support his statement, but both - being addressed by a person and by recording - is supportive.
- Situation on churchyard as an island with storm and sun (teaching assistant);
- Effect of reading a Bible text; linear way of talking about war, war narrative (chaplain);

- Comment on Franklyn self-representation at the war memorial as expression of life and an adequate gesture for the commemoration of young men who died 100 years ago (IoE facilitator);
- Choice and freedom in this country, situation on churchyard (student Bennet);
- People in war; refers to film (student Darrin);
- Event in the churchyard, normality, people in war (student Franklyn);
- Event in the churchyard, storm, island, confusion (teaching assistant);
- Event in the churchyard (chaplain);
- People who have died; opportunity in this country to have freedom and peace (student Ronny);
- Very short statement about US military (student Franklyn) which leads to personal experiences of chaplain to be evacuated by soldiers;
- War refugees, story of a student who had to be hours on a bottom of a lorry (teaching assistant);
- Civil war in Congo (student Ronny).

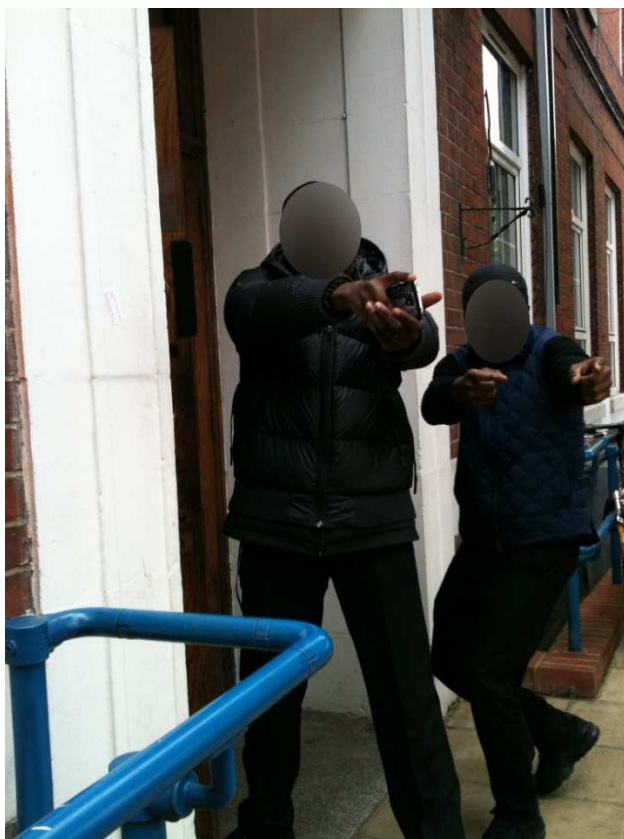
**(3) Lounge of a small, local theatre: formal discussions and presentation of what students had prepared for the live art performance**



Seymour with photo of his grandfather who took part to the 'Algerian War'.



Neal's photos / video of a gun sport site. Neal shows his contribution, photos or videos of gun sport, which he discusses with the group



**Gunner App**

**(4) In school: writing and presentation of a cinquain.**