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Regenerating disciplinary content knowledge to equip the young for the 21st Century challenges: results from the European projects IDENTITIES and FEDORA

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The educational systems are struggling to keep up with the pace of fast societal changes. As a result, youth do not always find in education the resources needed to develop competencies to navigate a complex, fragile and fast-changing society and disciplinary knowledge is not always perceived by the student as relevant either from a personal point of view, or from a social and vocational point of view.

In the talk, I present the main outcomes of the European projects IDENTITIES and FEDORA, aimed at developing a future-oriented interdisciplinary model for science education – taking full account of the existing disciplines. Approaches, tools and results from interdisciplinary implementations are discussed to argue how designing learning environments as boundary zones can be a way to regenerate disciplinary knowledge for the 21st century.