

Termin:	Montag, 01. Oktober 2018, 08:45 – 16.00 Uhr
Tagungsort:	Südpunkt Nürnberg, Pillenreuther Str. 147, 90459 Nürnberg (U1 Haltestelle Frankenstraße)
Leitung:	Angelica Cossu, DAI Nürnberg Katharina Seuring-Schönecker, RLFB Gymnasien Mittelfranken

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The German-American Day is an American holiday, which celebrates German-American heritage and commemorates the 6th of October 1683, when German families landed in Philadelphia. They later founded Germantown, Pennsylvania – the first German settlement on American soil. To remember this important step towards German-American friendship, the DAI, in cooperation with Regionale Lehrerfortbildung Gymnasien Mittelfranken (RLFB), is hosting its fourth very own German-American Day. **This year we will focus on a look into our (digital) future looking at the consequences of technical developments that change our world at constantly increasing speed. We will take a look at how authors of books and films envision our future and we will – as always – ask which texts and films we can use in the classroom when we try ‘to teach the future’. This year’s 4th edition of the German-American Day will end with time and space for sharing your – the participating teachers’ – questions, ideas and materials with each other.**

Programm:

08:45 Begrüßung

09:00 Dr. **Bianca Reisdorf, University of North Carolina:**
Social Media & The Digital Divides: Who is affected and what can be done?

10:15 *Pause*

10:30 **Holly-Jane Rahlens, New York und Berlin, Author:**
Reading & Discussion from her young adult social Utopia “Infinitissimo – The Man Who Fell through Time” (2017)

11:55 *Mittagspause – No host Lunch, we will provide a list of food place options*

12:45 **L&D 1: Fiona Pleasance: Visions of the Future: Dystopian Films in the Classroom**

- 14:00 **L&D 2: Monika Reitinger: Reading dystopian novels with students: K. Ishiguro’s *Never Let Me Go* in the English Classroom**

Pause

14:15 **L&D 1 and L&D 2: will be repeated**

- 15:30

15:30 **Bar Camp: Share your questions and ideas concerning today’s lectures and your material for teaching ‘FutureWorlds’ with other participants**

16:00 Feedback und Tagungsende

Key Note Speeches and Speakers:



Dr. Bianca C. Reisdorf

Assistant Professor, Department of Communication Studies, University of North Carolina at Charlotte

Dr. Bianca (Bibi) Reisdorf joined the University of North Carolina in the summer of 2018. Previous positions included Postdoctoral Research Fellow at the Quello Center, Michigan State University, Lecturer and Director of Distance Learning in the Department of Media and Communication at the University of Leicester in the UK with a focus in digital media and research methods, and Adjunct Assistant Professor at the Department of Communication at the University of Cincinnati. Dr. Reisdorf's research interests include digital inequalities and policies, Internet use among vulnerable groups, and cross-national comparative studies that apply both qualitative and quantitative methods. She has been involved in the research project "Access Denied: A Qualitative Study of Inadequate Broadband Access in Rural Britain" (<http://rural.oii.ox.ac.uk/>) and she currently is developing a new study on the consequences of lack of Internet access in prisons for ex-convicts in their rehabilitation process. Dr. Reisdorf received her D.Phil. degree in Information, Communication and the Social Sciences at the Oxford Internet Institute, University of Oxford, in 2012, having completed an M.A. in Sociology at the University of Bielefeld, Germany, in 2008.



Holly-Jane Rahlens, Author, Berlin

(Photo: Holly-Jane Rahlens ©Heike Barndt)

Holly-Jane Rahlens, a born New Yorker, grew up in Brooklyn and Queens and graduated from Queens College. She moved to Berlin soon after, where she has lived virtually all her adult life. While remaining an American citizen, she has flourished in the German media world, working in radio, television, and film as an actress, producer and commentator as well as creating a series of highly praised one-woman shows.

She writes fiction for readers of all ages. In 2003 her first novel for teens, **Prince William, Maximilian Minsky and Me**, earned the prestigious *Deutscher Jugendliteraturpreis* as the best young adult novel published in Germany.

<https://www.holly-jane-rahlens.com/home>

Lecture and Discussion (L&D) and Bar Camp:

Fiona Pleasance: Visions of the Future: Dystopian Films in the Classroom

Just as utopian and dystopian fiction has explored society's hopes and fears for many years, filmmakers have been using the science fiction genre to speculate on the human condition since the beginning of cinema history. A recent development in both literature and film has seen a shift in the target audience towards young adults, bringing teenagers' anxieties about their world into sharper focus.

This seminar on using film in the English-language classroom will look at the history and function of dystopian sci-fi, particularly in the light of contemporary developments in politics, science and technology, plus related ethical issues. Participants will receive suggestions for different approaches to the material and topics for discussion, with a closer look at the following films: *Nineteen Eighty-Four*, Michael Radford, 1984; *The Hunger Games*, Gary Ross, 2012; *The Circle*, James Ponsoldt, 2017; and *Ready Player One*, Steven Spielberg, 2018.

Fiona Pleasance (B.A. History, University of Cambridge, M.A. Film Studies, University of East Anglia) hat fast 20 Jahre in der Film/Video-Produktion in München und Nürnberg gearbeitet. Sie ist aktuell Lehrbeauftragte für Filmgeschichte und Filmanalyse, seit 2009 im Studiengang Multimedia und Kommunikation an der Hochschule Ansbach, und seit 2010 an der Fakultät Design der TH Nürnberg Georg-Simon-Ohm. Sie hält auch sämtliche Lehrerfortbildungen zum Thema Film gerne nach Vereinbarungen an Schulen.

Monika Reitinger: Reading dystopian novels with students: K. Ishiguro's *Never Let Me Go* in the English Classroom

Monika Reitinger ist Seminarlehrerin für Englisch am Martin-Behaim-Gymnasium in Nürnberg.

"It's a sad commentary on our age that we find dystopias a lot easier to believe in than utopias", Atwood wrote in the nineteen-eighties. This has become truer than ever. Dystopian movies have soared, the dystopian trilogy *The Hunger Games* has been widely popular and after President Trump's inauguration speech Orwell's *1984* hit the bestseller list. This workshop briefly explores the genre of dystopian fiction before focusing on reading Kazuo Ishiguro's novel *Never Let Me Go* with students. Although set in a world in which it has become possible to fight chronic and fatal diseases through the use of clones, Ishiguro raises universal questions surrounding humanity and identity rather than only illustrating a dystopian world. I will try to explore with you how the challenge of reading this 300-page-long novel can be met using various approaches and how it can bring fruitful discussions on future worlds into our classroom.

Bar Camp:

At the end of the day you may feel that you would like to discuss or share your questions and ideas concerning today's lectures with the other participants of the GAD. Or you exchange teaching material: You've brought your own texts, handouts and so on that you have already used for teaching 'Future Worlds' topics in your classroom and want to share them with other teachers.

Groups will form according to your ideas and suggestions. Make use of this rare opportunity to discuss and share with English teachers from different schools.