

Summary



Commotion in Seedorf / Primary School Pupils Act as Junior Fake Hunters to Uncover False Information (Kathrin Reckling-Freitag)

(pp. 11 – 13)

Following the success of the simulation game »The Fake Hunters«, the central library agency of Schleswig-Holstein is continuing its cooperation with the child protection agency »Aktion Kinder- und Jugendschutz Schleswig-Holstein« to increase awareness of false information also among younger children. The project is sponsored by the government of Schleswig-Holstein. The simulation game »Fake Hunter Junior – Commotion in Seedorf« allows libraries to partner with schools in order to facilitate competency in information research. Pupils in Years 4 and 5 are shown through the game how to make critical assessments of digital and analog media and to recognize false or fake information.

The centrepiece of the simulation game is a newspaper article about a major construction project being planned in the fictitious town of Seedorf and the commotion it causes. Is the clubhouse of the local sports club really going to be torn down? Is the owner of the factory in cahoots with the mayoress? And what about the mysterious endangered sea cow in Lake Seedorf? Together with the main characters Emma, Ole and Samira, pupils set about to investigate whether there is anything to these news reports. Using reliable research techniques with browsers designed for children the newspaper article is carefully examined and subjected to a fact check.

A subsidy from Schleswig-Holstein's Ministry for Education, Science and Culture amounting to 28,300 EUR enabled the development of the simulation game and its distribution to libraries. Thanks to being copyrighted under a Creative Commons NonCommercial license (CC BY NC) this publicly financed project is available for use in all libraries.

What Coworking and Libraries Have in Common / Basic Considerations and a Few Case Studies (Johanna Voll)

(pp. 36 – 40)

Coworking spaces and libraries are sisters in spirit. In this article Johanna Voll explains why this is true, how they can learn from each another and, ideally, also complement one another. The coworking model has seen considerable growth since 2005. These new workspaces have been established not only in metropolitan areas, but also in rural areas and where special needs are present, such as with affiliate childcare, or tailored to a particular business sector, and also in locations oriented toward tourism. At universities there are also increasing numbers of new workspaces which simultaneously act as learning spaces, often in connection with the promotion of start-ups. The common denominator: in all these spaces people are working and learning. Can it be that libraries are truly, but unknowingly, coworking spaces?

Meanwhile the covid-19 pandemic has transformed the entire world of work. Following the collective experience of working from home for the greater part of 2020, it has become clear that closer-to-home alternatives to physical presence in the classical office environment were often possible and mobile working arrangements need not remain a utopian idea. The central office – to the extent it even still exists – no longer needs to be visited every day in many business sectors. A reduction of travelling into work involves not only a saving of costs, but also a considerable improvement of each individual's work-life balance. Local spaces for new styles of work are an important factor for allowing more people to be able to work wherever they live, while still remaining connected with help of a digital infrastructure. This has already been provided for quite some time both by coworking spaces as well as by libraries.

Strengthening Local Cultural Education / An Interview with Kornelia Haugg, of the German Federal Ministry for Education and Research, About »Kultur Macht Stark« – and its Implementation During the Covid-19 Pandemic

(pp. 60 – 61)

With its programme »Kultur macht stark. Bündnisse für Bildung« (Culture Gives Strength. Alliances for Education) Germany's Federal Ministry for Education and Research (BMBF) promotes projects of cultural education for children and young people in at-risk situations. The formal prerequisite for funding is an alliance between three local partners, such as a library, a school and a local association or club. Ever since the first phase of funding in 2013 the German Library Association (dbv) has been an active partner in the programme. Brigitta Wühr, a dbv project coordinator, spoke on behalf of BuB with Kornelia Haugg, the head of the responsible BMBF department, about the project.

The Federal Ministry for Education and Research supports local alliances in the educational field in conducting extracurricular projects for the cultural education of children and young people whose families cannot offer them the things needed for a good start in life. Nearly a third of all children and teenagers in Germany are currently growing up in difficult social circumstances.

Kornelia Haugg explains: »With the programme »Culture Gives Strength« we offer children and young adults the opportunity to make completely new experiences in education. In these projects children discover talents and skills they didn't know they had; they develop self-esteem and learn how to engage with their own ideas and those of others. These are important prerequisites for being successful in school and later in their working lives. Research has shown us that cultural education strengthens character and social competencies – and hence, from an overall perspective, the cohesion and integration of the members of our society. The current developments in our country have once again shown us how important this is, not only in times of crisis.«

Translated by Martha Baker