

Pedagogic Portfolio

Workshops
Conferences
Study trips
Training courses
Exhibitions

MEET ART

Roman Kroke
Interdisciplinary Artist

Project Pedagogy | Interdisciplinarity | Transversality

History | Sciences | Art | Theory of Knowledge (TOK) | Philosophy

ChatGPT | Languages & Literature (English, French, German)

Outdoor Education | International Exchange Programs (Erasmus+, ...) | Academic Studies

Portfolio | April 2024

Editions in other languages:



French



German

Overview

<https://romankroke.com/pages/workshops>




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Clicking on the [underlined words](#) will take you directly to the relevant section of the document or to online pages with further content (films, PDFs, photo galleries etc.).

Roman Kroke

Interdisciplinary Artist

German artist based in Berlin (Germany) and Lyon (France).

Art genre: [storytelling](#) | [process art](#)


Drawings, multimedia installations.

Member of the scientific council of the memorial [La Maison d'Izieu](#) (FR) and of the working group „Kulturelle Bildung und Erinnerung“ (coordinated by the Memorial Sachsenhausen/DE).



Former lawyer. During his law studies in Freiburg (DE), Geneva (CH) and Berlin (DE): scholarship holder of the German Academic Exchange Service (DAAD) and the Friedrich Ebert Foundation; as part of his work for the *UN Sub-Commission on the Promotion and Protection of Human Rights*: publication in the field of international human rights.

Development, direction and coordination of international projects: exhibitions, seminars, workshops, (video)conferences, teacher trainings, publications – in partnership with universities, research institutes, schools, memorials, prisons, museums, foundations and TV production companies (arte.tv).

Project languages: 

Transversal and interdisciplinary approach (art, history, sciences, philosophy, ethics, theory of knowledge, literature, didactics) based on the idea of an organic relationship between past, present and future.

 [Homepage](#) [Lecturer profile at the Berlin University of the Arts \(UdK\), 2015-2018](#)

Field of activity: leading cross-faculty seminars in the field of interdisciplinary storytelling.



PROJECT MANAGEMENT

1



2020 – 2022 Pedagogic and artistic director of the international exchange project LIVING MEMORIALS, curator of the exhibitions – in partnership with the Memorial and Educational Site House of the Wannsee Conference (GHWK, Berlin/DE) and the Museum of Jewish Resistance (Novogrudok/Belarus); funded by the Foundation EVZ. Participants: Teachers, students (future teachers), researchers, museum/memorial staff.

[!\[\]\(c3d993ca47bfe2a953c700506ce31fa0_img.jpg\) Project Homepage](#)

[!\[\]\(d66ff64371a51729ac8c1cdaa685ba6f_img.jpg\) Exhibitions](#)

[!\[\]\(e3f8612927870f2e0f9f5989e6dd3064_img.jpg\) Exhibition Panels](#)

2019 – 2022 Artistic director of the YOUNG PEOPLE REMEMBER project [Foreign Labour – Forced Labour – Guest Labour: Work and Identity in History, Present and Future](#) – in partnership with the Agency for Civic Education Bremen, the memorial Denkort Bunker Valentin and the GHWK (see above); leading workshops in Bremen, Berlin (DE) and Zagreb (HR).

2017 – 2019 Artistic-pedagogical director of the international Erasmus+ exchange project OUR MEMORIES AND I; exhibition curator, editor and author of the project publication – in partnership with EUROM (The European Observatory on Memories, University of Barcelona).

[!\[\]\(faf942dc3e59ce8eb64b4ac481eca7e0_img.jpg\) Project Homepage](#)

[!\[\]\(cf531ed27e91483460120fcc057b3901_img.jpg\) Publication](#)

2018 Conceptual development and direction of the seminar *Microplastic and Medusae – poetic expeditions into H₂O* for students of the Berlin University of the Arts (UdK) and the Technical University Berlin (TU) – in partnership with 13 scientific research institutes and the Hybrid Platform, a project platform of the UdK and TU Berlin that promotes interdisciplinary exchange between art, science and technology; exhibition curator of his students' contributions for the international festival *The Universal Sea – Pure or Plastic?!*, Budapest (HUN); editor/author of two publications about the project.

[!\[\]\(4b7a79268f6ba26c1471d4232fffa85a_img.jpg\) Seminar Profile](#)

[!\[\]\(95b425611cbd2b8716a140cf67c81822_img.jpg\) Exhibition](#)

[!\[\]\(b4eeff342f60cc7bcd67d869b4fedca2_img.jpg\) Publication #1](#)

[!\[\]\(4f6bf54ae7e4144a72d78316053e412d_img.jpg\) Publication #2](#)

2016

Conceptual development and direction of the seminar [*Schienen in den Tod – Brücken in die Zukunft*](#) (Rails towards Death – Bridges to the Future) with students of the Berlin University of the Arts (UdK); curator of the exhibition of the resulting artworks at the official commemoration ceremony at the *Gleis 17* memorial (Berlin/DE), with opening speeches by the President of the German Bundestag, among others; editor and author of the project publication.

The exhibition and publication were commissioned by the *Standing Conference of the Directors of the Nazi Memorial Sites in the Berlin Area* (House of the Wannsee Conference, Memorial to the Murdered Jews of Europe, Memorial and Museum Sachsenhausen, German Resistance Memorial, Foundation and Museum Topography of Terror), the Inge Deutschkron Foundation.

🌀 [PRESS – article by rbb KULTUR \(interview with Roman Kroke\)](#)

🌀 [Publication](#)



WORKSHOPS



Experience of more than 100 workshops, among others:

SWITZERLAND

Pedagogical University HEP BEJUNE (Bienne); Pedagogical University HEP Vaud (Lausanne); Pedagogical University HEP du Valais (Saint-Maurice); Collège et école de commerce Émilie-Gourd, Collège de Budé, Collège du Foron, Collège des Grandes Communes, Collège du Renard, Collège de Montbrillant, Collège des Coudriers, Collège de l'Aubépine, Collège de Drize (all in Geneva); Lycée Jean-Piaget (Neuchâtel).

FRANCE

Lycée Aristide Maillol, Collège Marcel Pagnol (all in Perpignan); Collège Paul Bert (Paris); Collège Charles Péguy (Palaiseau); Lycée de l'Edit (Roussillon); Collège Jean Monet (Lyon); Collège Léonard Lenoir, Lycée Condorcet (all in Bordeaux); Lycée Grand Air (Arcachon); Collège Victor Louis (Talence); Collège Christiane Bernardin (Francheville); Lycée professionnel François Cevert (Écully); Lycée et Collège Privés les Chassagnes (Oullins) ; Memorial « La Maison d'IZIEU ».

GERMANY

Berlin University of the Arts (UdK), Technical University of Berlin (TU), Europäisches Gymnasium Bertha von Suttner, Goethe Gymnasium, Staatliche Ballettschule und Schule für Artistik Berlin, Rückert-Gymnasium, OSZ Lotis – Oberstufenzentrum Logistik, Touristik und Steuern (all in Berlin); Friedrich-von-Spee-Gesamtschule (Paderborn).

BELGIUM

IATA – Institut d'enseignement des Arts Techniques Sciences et Artisanats (Namur);
De l'autre côté de l'école (Auderghem).

ITALY

Liceo Artistico Polo Luciano Bianciardi, Liceo Statale Antonio Rosmini,
Institut technique Leopoldo II I.T. Agrario e biotecnologico (all in Grosseto).

SPAIN

Institut Narcís Monturiol (Figueres).

THE NETHERLANDS

Gymnasium Haganum (The Hague).

BOSNIA-HERZEGOVINA

UWC – United World College (Mostar).

BELARUS

Museum of Jewish Resistance (Novogrudok/Naliboki Forest)

Prizes & Awards

- 2021: *eku - ZUKUNFTSPREIS 2021* (2,500 euros), awarded by the Saxon State Ministry for Energy, Climate Protection, Environment and Agriculture, for a workshop on [plastic pollution](#) in partnership with the UFZ Helmholtz Centre for Environmental Research, the Louise-Otto-Peters-Gymnasium and the Auwald-Station (all in Leipzig/DE).
- 2014: *Prix Ilan Halimi contre les discriminations et l'antisémitisme*, awarded by the Conseil général de l'Essonne (10,000 euros) for a project in cooperation with the Collège Charles Péguy (Palaiseau/FR) on the topic of [Art and Resistance](#).
- 2012: *Le Grand prix de l'éducation à l'Europe*, awarded by the Fondation Hippocrène (10,000 euros) for a workshop as part of an [international school exchange](#) between the Lycée Aristide Maillol (Perpignan/FR) and the J.F. Kennedy School (Berlin/DE).
- 2012-2015: Due to their model character, the Berlin Senate for Education, Youth and Science has repeatedly distinguished Roman Kroke's workshops in so-called *best practice* exhibitions, including the project [The Spider and its Web](#) on the biography of Ety Hillesum in cooperation with the Goethe-Gymnasium Berlin; the [catalogues](#) were financed by the Foundation EVZ.

Faire
reculer
les préjugés
racistes et
antisémites
Projets
collectifs
réalisés par
des jeunes
de moins
de 25 ans



be  Berlin

Senatsverwaltung
für Bildung, Jugend
und Familie

eku 
PREISTRÄGER
2021

Stiftung
 Erinnerung
Verantwortung
Zukunft



Pedagogical Pillars:

- Transversal and interdisciplinary approach: dialogue between history, present and future, between art, science, philosophy and literature.
- [Resonance pedagogy](#): Art serves as an interdisciplinary teaching medium helping the participants to appropriate a topic on an intellectual and emotional level beyond the mere knowledge of facts by allowing the creation of an intimate connection with their own lives.
- Introduction to artistic-interdisciplinary techniques of [storytelling](#). Storytelling is the art of telling stories to get a message across: to capture the attention of your audience and transport them into your world to touch, entertain and persuade them. These communication skills are increasingly in demand in the world of business, branding, media and content creation. In the workshops, participants explore the narrative potential of different art genres and how they may enrich their oral/written presentations: Sculpture, collage, poetry, land art (outdoor education), interactive and participatory performance (resonating with neighbourhood residents, public space etc.).
- [Project-based learning \(PBL\)](#): In a first step, the participants are engaging in a debate about the specific topic through the analysis of literary and graphical metaphors, always in resonance with universal questions about the human nature and societal values. The methodology during this phase as well as the following creation of the artwork is comparable to the one of a laboratory: It stimulates the participants to experiment, undertake autonomous research and assume an active/creative role. At the end of the project, every participant publicly presents the process of this journey as well as the concept of their artwork.
- Providing a stage to "minority voices": There are always students who find it difficult (at least in the first step) to express themselves with words – spoken or written. Exploring a topic first through artistic-manual work allows them to gradually find their personal voice in silence. During the oral and written presentation, it is then easier for them to contribute to the group discussion, as they can refer the created work and its process of creation.



VIDEOCONFERENCES **MEETART**

During the *MeetART* videoconferences (duration: 1h - 1,5h) the audience can expect (adaptable for high school or university students, experts of diverse disciplines etc.):

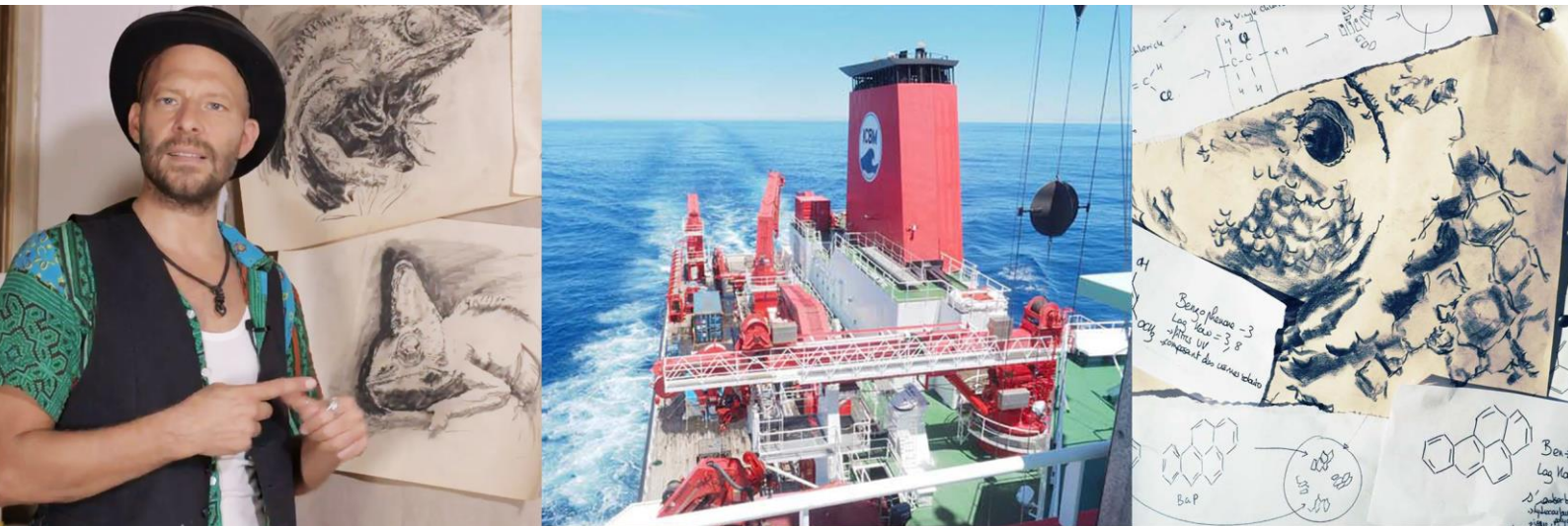
- an exclusive behind-the-scenes dive into Roman Kroke's art studio, located in a former, medieval silk weaver workshop (Lyon/France). Resonating with excerpts from the book [The Weavers – repairing together the torn canvas of the world](#) (Abdenmour Bidar, 2018), this historical site serves the artist to illustrate how his metaphorical approach enriches the engagement with socio-political issues.
- an immersive experience in which the participants explore the artist's current work processes through several cameras distributed around the studio, tracing bonds between history, science, philosophy and literature.
- a discussion about the value of the artistic approach with regard to socio-political issues.
- an active, participatory role by experimenting together with the development of metaphors from photos, text extracts and objects. In order to further deepen the discussions, Roman Kroke offers to send out preparatory material in advance of the meeting (photos and text excerpts with questions); this option is particularly attractive for school and university classes.
- a closing brainstorming session on how the artistic-interdisciplinary approach may enrich and be implemented in the participants' own local (school) projects.

🌀 [Letter of Recommendation](#) by the United World College *Li Po Chun* (Hong Kong)

Videoconference for the United World College *Li Po Chun* (Hong Kong, 2022) as part of their project week on oceans and sustainable development. ▼



With the help of several cameras, the audience digitally "travels" to various corners of the studio to explore at first hand the artworks in the process of creation. One of the experiments currently in progress: the [extraction of colour pigments](#) from deep-sea sediment samples which Roman Kroke has brought back from his [expedition across the Pacific Ocean](#) aboard a research vessel, in partnership with an international consortium of scientists working on plastic pollution and climate change.



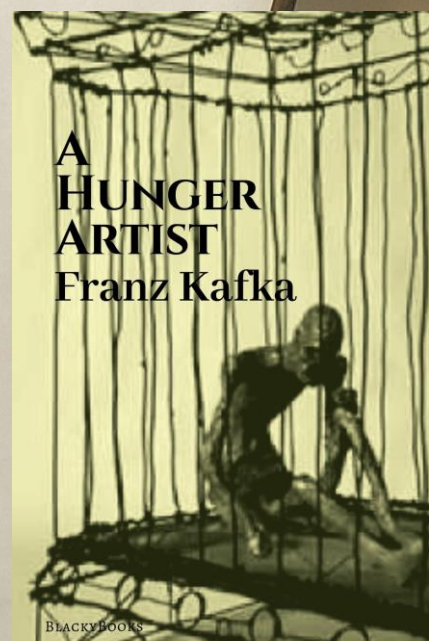
With video sequences, the artist takes the audience on his research expeditions, e.g. in the midst of the [Naliboki forest in Belarus](#), where he conducted an [art workshop](#) at the historical camp site of the [Jewish Bielski partisans](#); or under water to meet the largest fish in the world, the whale sharks, which he tracked down via [freediving](#), in cooperation with marine biologists of the [LAMAVE](#) institute (Philippines).



[Temple of Consumption](#),
Roman Kroke (2021).



MERE Brazier
1895



In addition to the themes presented on pages [16-38](#), Roman Kroke offers "MeetART" events especially in connection with the international days of the United Nations and UNESCO.

Starting from the official theme (click on the hyperlink of the respective day), Roman Kroke invites the audience to explore the subject with a metaphorical eye. In doing so, he enriches the exchange with stories from his artistic practice. This gives the audience the opportunity to discover the day's topic beyond the official context from a holistic perspective and to make connections between (1.) science, philosophy, literature and art, (2.) geographically distant places as well as (3.) history, cultures of remembrance and the challenges of our contemporary society.

Examples:



[World Creativity and Innovation Day](#)

**Let's find a stimulating design
for YOUR project presentation!**

Are you currently planning (with your students) the presentation of a project, e.g. a public exhibition? Are you looking for ideas for a creative design or would you like to enrich your presentation with interdisciplinary/interactive elements? May there be further potential to create resonances with the environment (your institution, district, actors from the social/economic/scientific field)? Have you thought about how to increase the sustainability effect of your project?

During his "Brainstorming Sessions", Roman Kroke provides you with feedback and suggestions on how to transform your presentation into an immersive experience, adapted to your specific topic, your venue and your audience. Depending on the needs, this may also include basic issues such as: What kind of project structuring seems appropriate, e.g. in the research phase? When/how should a decision on the final concept be made? What forms of mediatisation might be attractive? In preparation for the exchange, you can send Roman Kroke a description (of the current status) of the project. The same applies to concrete challenges and questions which you may already have identified.

Roman Kroke has extensive experience as an exhibition curator/a developer of innovative presentation concepts, both in the [professional milieu](#) and in the context of [school projects](#) (all his workshops include, in the final phase, the public presentation of the project results).



World Oceans Day

PHOTO : Renee Capozzola.

Thematic anchor points (among others): The [expedition MICRO-FATE](#), on which Roman Kroke crossed the Pacific Ocean together with an international group of scientists on board the German research vessel SONNE (research topics: plastic pollution of the oceans, climate change); the artist's research stay in the Philippines in collaboration with marine biologists of the [LAMAVE](#) institute: Apnoea dives with whale sharks (topic: biodiversity); an award-winning [school project](#) on oceans; a project on migration in partnership with the [National Museum on the History of Immigration](#) (Paris/FR); literary, philosophical-sociological texts (the role of water in urban space, in our dreams, ...): [Water and Dreams](#) (Gaston Bachelard, 1942); [The poetry of water – for a new ecology](#) (Jean-Philippe Pierron, 2018).



International Day of Forests

Thematic anchor points (among others): The international project [LIVING MEMORIALS](#), which Roman Kroke directed as the pedagogical and artistic coordinator in the middle of the Naliboki Forest (Belarus) on the terrain of the former camp site of the [Jewish Bielski partisans](#); literary-philosophical source: [The Hidden Life of Trees](#) (Peter Wohlleben, 2015).

World Bee Day

PHOTO : FAO / Greg Beals

Thematic anchor points (among others): Exploring analogies between bee and human societies through the book [The Life of Bees](#) (1901), a masterpiece of hybrid character (scientific, literary, philosophical) by Maurice Maeterlinck (winner of the Nobel Prize for Literature); the project [Biounity Puzzle](#) by Roman Kroke, in which he develops the metaphor of the hexagon starting from the beehive to make connections between insect mortality, plastic pollution and desertification.

World Food Day

Sustainable Gastronomy Day

PHOTO : FAO

Thematic anchor points (among others): The drawing [Temple of Consumption](#) (2021), Roman Kroke's first left-hand drawing, was created as part of his [art tours](#) for the Gadagne Museum (Historical Museum of Lyon/FR). The work challenges our culture of consumption in a literal and metaphorical sense: gastronomy as an art of living and a reflection of regional identities, illustrated by the [Mères Lyonnaises](#) (Lyon gastronomy's pioneers), Franz Kafka's story [A Hunger Artist](#) (1922) and by Roman Kroke's freediving practice, in which he explores our attitude as consumers to the natural resource oxygen in analogy to the literary [OuLiPo](#) concept.

Registration:

As far as places are available, you can also register individually for videoconferences booked by other groups. To be informed about group conferences with free individual places, subscribe to the [MeetART newsletter](#).

Number of participants:

Die MeetART video conferences can also be held with large groups, e.g. several school classes gathered in the local auditorium.



You can book conferences on all topics throughout the year, also independently of the date of the respective day (click on the day for more information).

January

- 4 [World Braille Day](#)
- 22 [Franco-German Friendship Day](#)
- 27 [International Day of Commemoration in Memory of the Victims of the Holocaust](#)

February

- 13 [World Radio Day](#)

March

- 8 [International Women's Day](#)
- 20 [French Language Day](#)
- 21 [International Day of Forests](#) [World Poetry Day](#)
- 22 [World Water Day](#)

April

- 5 [International Day of Conscience](#)
- 21 [World Creativity and Innovation Day](#)
- 23 [World Book and Copyright Day](#)
- 30 [International Jazz Day](#)

May

- 20 [World Bee Day](#)
- 22 [International Day for Biological Diversity](#)

June

- 8 [World Oceans Day](#)
- 17 [World Day to Combat Desertification and Drought](#)
- 18 [Sustainable Gastronomy Day](#)
- 20 [World Refugee Day](#)
- 29 [International Day of the Tropics](#)

July

- 20 [International Moon Day](#)

August

- 9 [International Day of the World's Indigenous Peoples](#)

September

- 7 [International Day of Clean Air for blue skies](#)
- 9 [German Language Day](#)
- 28 [International Day for Universal Access to Information](#)

October

- 16 [World Food Day](#)

November

- 16 [World Philosophy Day](#)

December

- 5 [World Soil Day](#)

TEACHER TRAININGS



Teacher training for the DGEO (Geneva/CH). Topics: [plastic pollution of the oceans](#), [environmental awareness](#), [sustainable development](#). ▲

Partners:

- The Directorate of Obligatory Education (DGEO), Republic and Canton of Geneva (CH)
- The Pedagogical University HEP Vaud, Lausanne (CH)
- The Pedagogical University HEP BEJUNE, Bienne (CH)
- The Pedagogical University HEP du Valais – HEPVS, Saint-Maurice (CH)
- L'Académie de Versailles (FR), l'Académie de Montpellier (FR), l'Académie de Bordeaux (FR)
- Le Mémorial de la Shoah, Paris (FR)
- La Maison d'IZIEU – Memorial to the exterminated Jewish Children of Izieu (FR)
- The Berlin Senate for Education, Science and Research (DE)

[Photo gallery](#)

Target group:

- Teachers and students (future teachers)
- All educational levels: Primary school, middle school, secondary school, university
- Topics (interdisciplinary approach): history, literature, art, languages (French, German, English), Theory of Knowledge (TOK), philosophy, natural sciences (geography, biology)

▼ Teacher training for the Pedagogical University HEP BEJUNE (CH). Topics: [big data](#), [social media](#), [digital age](#).





Teacher training for students at pedagogical universities in Switzerland: **HEP Vaud** (Lausanne), topic: The [biography of Etty Hillesum \(1914-1943\)](#), on the occasion of the International Holocaust Memorial Day; **HEP BEJUNE** (Bienne), topic: Biographies of [women icons in history and the present](#), on the occasion of the 50th anniversary of women's suffrage in Switzerland; **HEP Valais** (Saint-Maurice), topic: [migration, exile, refugees](#).



Training for the scientific and pedagogical staff of the **Memorial Maison d'Izieu** (FR), topic: [How can visitors appropriate the historical site of the memorial through an artistic-interdisciplinary approach?](#) ▶

Evaluations reports by the participants (all in French):

Teacher training [Frontières et passages - ma mosaïque d'eau migratoire](#) (about the topic [click here](#))

Teacher training [Microplastiques et Caméléons - expéditions en H2O](#) (about the topic [click here](#))

Teacher training [Valises voyageuses](#) (about the topic [click here](#))



PUBLICATIONS

- KROKE, Roman: *Microplastics and Medusae – Expeditions into H₂O. Interdisciplinary pilot-project on the plastic pollution of aquatic environments by the Berlin University of the Arts (UdK) and the Technical University of Berlin (TU)*. Verlag der Universität der Künste Berlin, January 2020 [financed by the Commission for Artistic and Scientific Projects of the UdK (KKWV)].

 [Publication online](#)

- KROKE, Roman: *Erasmus+ project “Our Memories and I”*. *Interdisciplinary Art Workshops*. MEDIEL, December 2019 [financed by the Erasmus+ Program of the European Union].

 [Publication online](#)

- KROKE, Roman: *Frontières et Passages. L’art comme médium interdisciplinaire pour enseigner la Shoah*. In: *Didactica Historica*. Revue suisse pour l’enseignement de l’histoire, N° 5, May 2019.

 [Publication online](#)

- Interviews with Roman Kroke in: *L’ART, un levier pour la citoyenneté mondiale*. *Annoncer la Couleur*, May 2019.

 [Publication online](#)

- KROKE, Roman: *Microplastics and Chameleons – Expeditions into H₂O*. In: *Guidebook – The Universal Sea – Pure or Plastic?!* Institute for Art and Innovation e.V. (Ed.), March 2019, 405-410.

 [Publication online](#)

- KROKE, Roman: *Schienen in den Tod – Brücken in die Zukunft. Interdisziplinäres Pilot-Projekt zum 75. Jahrestag am Mahnmahl Gleis 17*. Verlag der Universität der Künste Berlin, September 2016.

 [Publication online](#)

- KROKE, Roman: *Le Camp de Rivesaltes. « Les ombres du vent »*. *Atelier-pilote en coopération avec le Lycée Aristide Maillol et le Collège Marcel Pagnol à partir du « Journal de Rivesaltes 1941 - 1942 » de Friedel Bohny-Reiter, infirmière déléguée du Secours suisse aux enfants*. MEDIEL, February 2016.

 [Publication bei Amazon](#)

- KROKE, Roman: *The Spider and its Web – insights into the thinking heart of the Dutch Jew Etty Hillesum (1914-1943). Annotated illustrations to her diary by Roman Kroke*. MEDIEL, September 2012 [financed by the foundation EVZ (Erinnerung, Verantwortung und Zukunft)].

 [Photo gallery about the publication](#)



4 documentary films, broadcasted on Europe's leading cultural channel [arte.tv](https://www.arte.tv), with interviews & drawings by Roman Kroke on the topic of "History – Cultures of Remembrance" (director: André Bossuroy):

- *Il y a 30 ans, la chute du mur de Berlin – quand l'art rencontre la mémoire* (2019)

[Film online](#)

- *Les remparts de Varsovie* (2014) ; *Ich bin* (2012), *Le Convoi* (2010)

[Film online](#)

The film *The Convoy* (with an interview & 10 illustrations by Roman Kroke) was distinguished in the brochure of [25 flagship projects of the EU programme Europe for Citizens](#) (pp. 60-61, section "Remembrance").

Theresienstadt — Mémoire vivante (2014). Documentary film about a workshop led by Roman Kroke as part of a school project in the former Theresienstadt ghetto (Czech Republic):

[Film online](#)

Dublin / Elis Island (2015). Documentary film about a workshop by Roman Kroke on the topic of "migration" as part of a school trip to Ireland, in partnership with the National Museum on the History of Immigration (Paris/FR):

[Film online](#)

Valises voyageuses (2018). Documentary film about a workshop by Roman Kroke with a class of allophone students with migration/refugee background (Palaiseau/FR):

[Film online](#)

TOPICS



The final phase of each workshop: The participants present the concept of the artworks and reflect on their process of creation. This workshop was part of a cultural language project (German/French) in Berlin by the *Collège et école de commerce Émilie-Gourd* (Geneva/CH). Topics: [international exchange programs](#), [class trips to Berlin](#). ▲

The following topics can be explored in a face-to-face workshop, during a "MeetArt" videoconference or a training session (for teachers, researchers etc.).

Beyond the already established topics, Roman Kroke also designs new, customised workshop concepts in cooperation with his partners.

HISTORY | REMEMBRANCE



SUSTAINABLE DEVELOPMENT

OCEANS



MIGRATION

Outdoor education



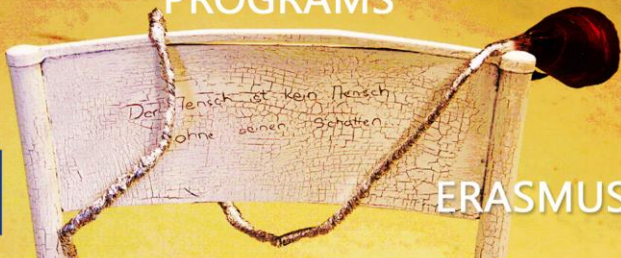
ChatGPT

SOCIAL MEDIA



BIG DATA

INTERNATIONAL EXCHANGE PROGRAMS



ERASMUS+

LITERATURE



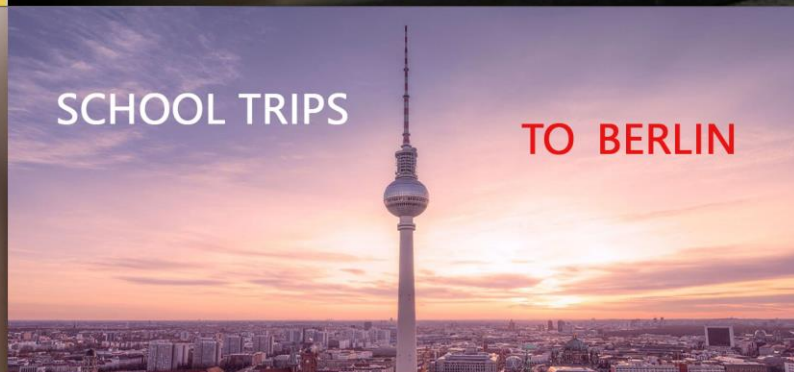
FEMALE ICONS

for courage



SCHOOL TRIPS

TO BERLIN



PHILO-ART

Workshops

for children



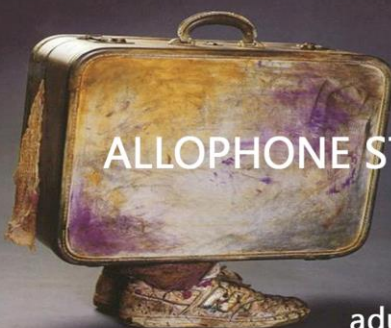
PRISON

Workshops



ALLOPHONE STUDENTS

adult refugees



ACADEMIC REFLECTION

Workshops





The Spider and its Web – the diary of ETTY HILLESUM (1914-1943)

Topics:

[Project-based learning \(PBL\)](#), [resonance pedagogy](#), ETTY HILLESUM, Shoah, universal questions about human nature and society, discrimination, cultures of remembrance, artistic-interdisciplinary techniques of [storytelling](#).

Content:

How can we build a bridge between the European memories associated with the Shoah and the current challenges related to the values of a globalised society and the fight against all forms of discrimination? How can students be enabled to actually appropriate history beyond pure historical knowledge by making connections to their personal lives?

In the workshop *The Spider and its Web*, students develop their creations based on the diary of the Dutch Jewess ETTY HILLESUM (1914-1943) – a literary work that deals not only with the history of the Shoah, but also with universal issues related to human nature: hatred, peace, fear, courage, humiliation, the relationship between words and silence, the image of women/men in society, etc. For the film *The Convoy* (2010) about the life of ETTY HILLESUM, which was broadcasted on Europe's leading cultural channel [arte.tv](#), Roman Kroke contributed [10 illustrations](#) that are now part of the educational material of his workshops: [Film online](#).

AWARD

The Hippocrene Foundation distinguished the educational concept of the workshop with the **Grand prix de l'éducation à l'Europe** (10,000 euros).

GR

[Documentation](#)



Further workshops on the topic of **HISTORY** and **REMEMBRANCE**:

[Witch-hunting in the mirror of time: from the Middle Ages to contemporary cyberbullying \(1591-∞\)](#)

[The Rwandan genocide \(Tutsi\)](#)

[The German resistance group *Die Weiße Rose* \(The White Rose\) around Hans and Sophie Scholl](#)

[*La Maison d'Izieu*, Memorial to the exterminated Jewish children of Izieu](#)

[The Vel' d'Hiv' Roundup \(Paris, 1942\)](#)

[The internment and deportation camp *Les Milles*](#) (distinguished with the *Prix Ilan Halimi contre les discriminations et l'antisémitisme*, 10,000,- euros)

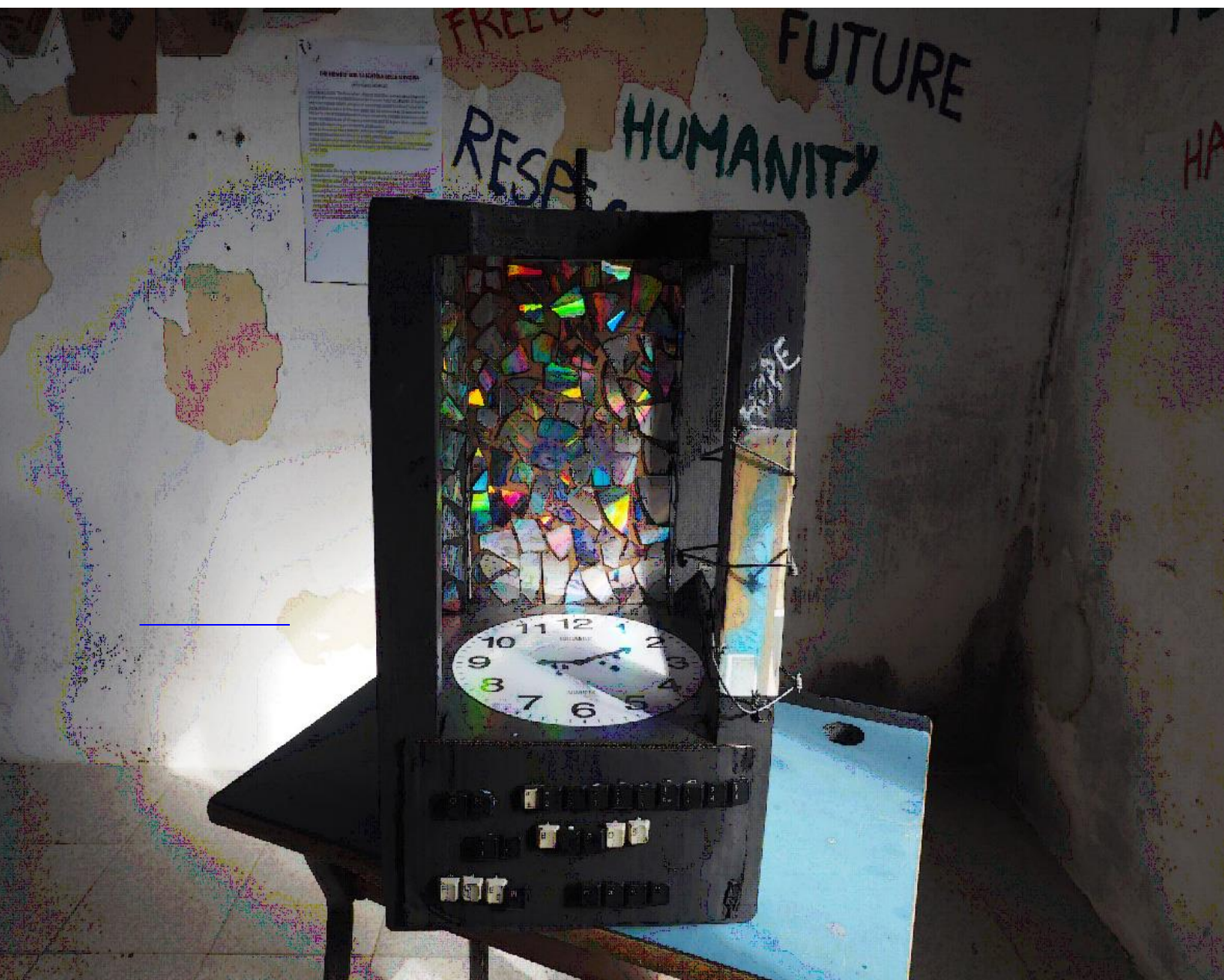
The camp of *Rivesaltes*: [Publication #1](#) [Publication #2](#) (pp. 17-24)

[The Memorial *Theresienstadt*](#)

[The Jewish Partisan Group of the *Bielski Brothers*](#)

AWARD

Artwork created by a student of the Liceo Statale Antonio Rosmini (Grosseto/IT) as part of the Erasmus+ project [*Our Memories and I*](#) on the site of the future memorial *Casa della memoria al futuro* in Maiano Lavacchio (IT). ▼





eku idee
PREISTRÄGER
2021

Microplastics and Chameleons – poetic expeditions into the H₂O

Topics:

[Project-based learning \(PBL\)](#), [resonance pedagogy](#), plastic pollution (of the oceans), climate change, sustainable development, marine biodiversity, environmental awareness, artistic-interdisciplinary techniques of [storytelling](#).

Content:

How can we sensitise students to one of the greatest ecological challenges of our time: the (micro-)plastic pollution of aquatic environments (oceans, rivers, lakes, drinking water)? The workshop *Microplastics and Chameleons* offers the opportunity to approach this topic by developing an artwork based on the latest scientific research as well as literary and socio-philosophical sources. The working material is based in particular on the [scientific expedition MICRO-FATE](#) which Roman Kroke accompanied for six weeks across the Pacific Ocean as an artistic mediator aboard the German research vessel SONNE, together with 30 scientists specialized in the field of plastic pollution and climate change.

AWARD

The pilot workshop in partnership with the Helmholtz Centre for Environmental Research UFZ Leipzig was distinguished with the prize *eku - ZUKUNFTSPREIS 2021* (2,500 euros), awarded by the Saxon State Ministry for Energy, Climate Protection, Environment and Agriculture.



[Documentation](#)



[Video-Presentations by the students](#)

MIGRATION



PALAIS DE LA PORTE DORÉE
MUSÉE DE L'HISTOIRE
DE L'IMMIGRATION



académie
Versailles
MINISTÈRE DE
L'ÉDUCATION NATIONALE
MINISTÈRE DE
L'ENSEIGNEMENT SUPÉRIEUR
ET DE LA RECHERCHE

L'État - Égalité - Liberté
RÉPUBLIQUE FRANÇAISE

My Migrating Water Mosaic

Topics:

[Project-based learning \(PBL\)](#), [resonance pedagogy](#), migration, exile, refugees, global citizenship, artistic-interdisciplinary techniques of [storytelling](#).

Content:

How can we meet together the challenge of promoting social cohesion in a society in the face of the arrival of refugees and migrants? The pilot workshop *My Migrating Water Mosaic* was led by Roman Kroke as part of a class trip to Ireland by the Collège Charles Péguy (Palaiseau/FR), in partnership with the National Museum on the History of Immigration and the Académie de Versailles (Paris/FR). The film *Dublin / Elis Island* (2015) documents this project (available online, see link below).

Documentation:

 [Pedagogic Portfolio \(fr.\)](#)

of the pilot workshop in partnership with the National Museum on the History of Immigration (Paris/FR).

 [Documentary film *Dublin / Elis Island* \(fr.\)](#)

 [Project report \(fr.\)](#)

of the pilot workshop in Belgium in partnership with the Institut d'enseignement des arts techniques sciences et artisanat (IATA).

Outdoor education

Sensitising participants to the multiple ways in which they can intellectually and emotionally resonate with the public space is one of the most important pillars of Roman Kroke's workshop pedagogy, during the process of artistic creation as well as in the context of the final exhibition (vernissage). The migration workshop documented in the film *Dublin / Elis Island* (see previous page) is a prime example of diverse facets of outdoor education that he also incorporates into his workshops on other topics.

Over the last ten years, Roman Kroke has developed numerous methods and tools to implement outdoor education in relation to a wide variety of environments: cities – districts – neighbourhoods – forests – lakes – rivers – seas – mountains – in interaction with actors from the non-profit, economic, scientific or administrative field.



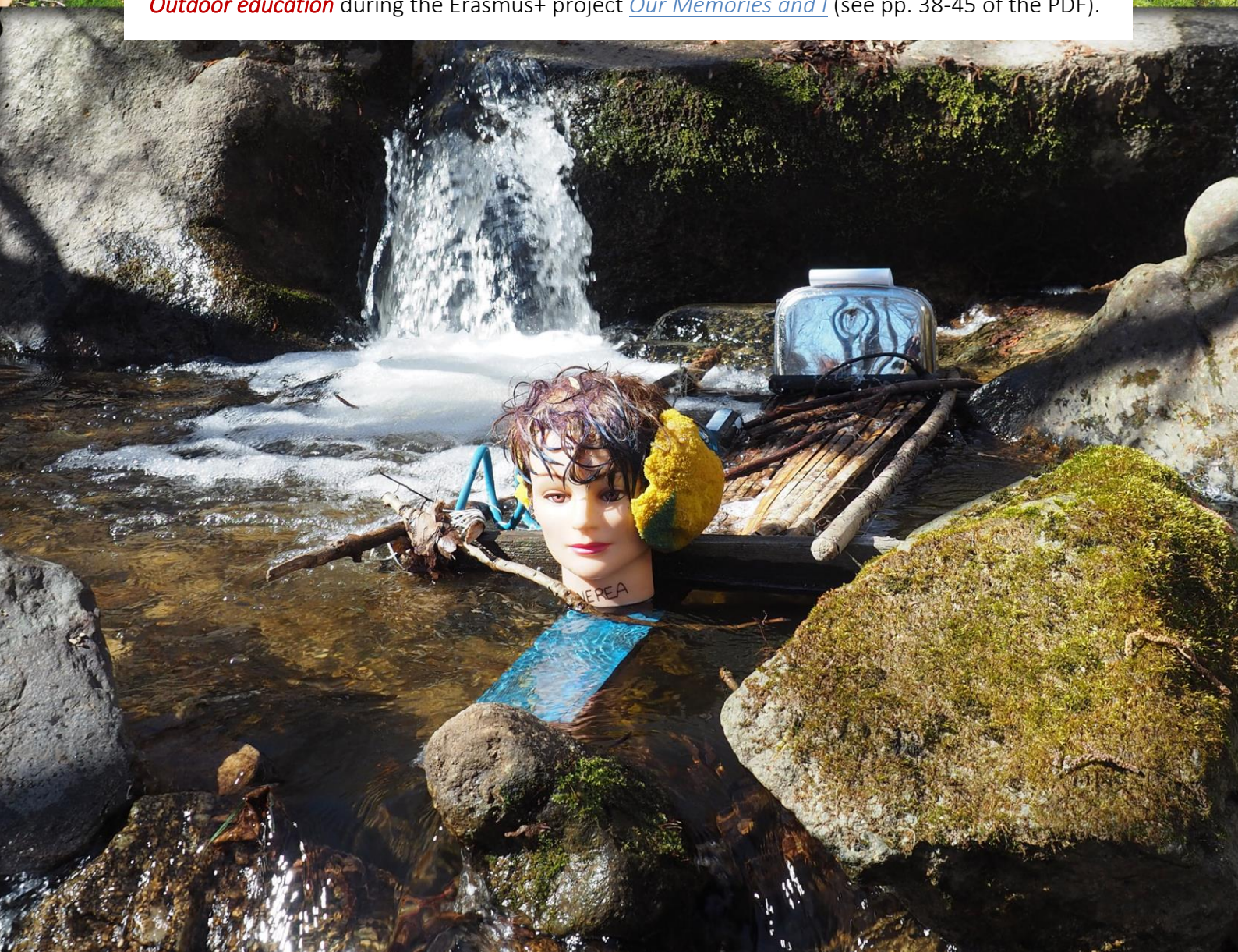
Through a cooperation with local tailors from the Belleville district (Paris/FR), the students organised the materials (fabrics, threads, hangers, ...) for their artworks, which were a homage to Jankiel Fensterszab (1898-1944), who worked as a tailor in this district before his deportation (EU project [Convoi 77](#)).

In developing his outdoor education methods, Roman Kroke draws a lot from [Land Art](#) concepts, a current of contemporary art which uses the framework and materials of nature (wood, earth, stones, sand, rocks, ...); see the publication of the Erasmus+ project [Our Memories and I](#) (pp. 38-45 of the PDF).





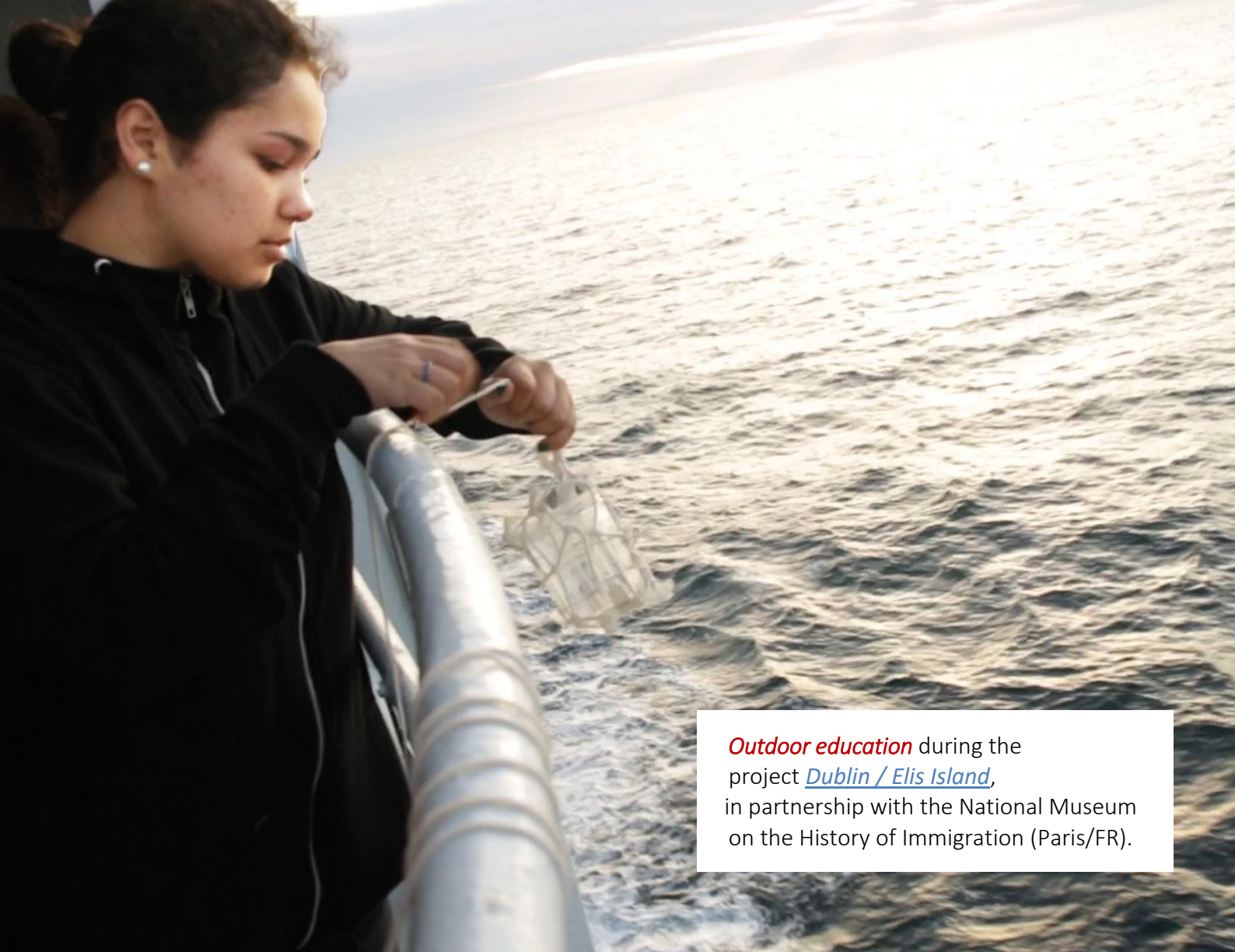
Outdoor education during the Erasmus+ project [Our Memories and I](#) (see pp. 38-45 of the PDF).





Outdoor education at the historical site of the memorial [La Maison d'Izieu](#) (FR).

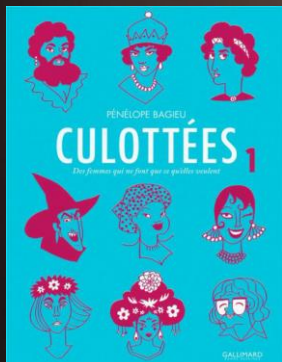




Outdoor education during the project [Dublin / Elis Island](#), in partnership with the National Museum on the History of Immigration (Paris/FR).



FEMALE ICONS



Female Icons in History and the Present

Topics:

[Project-based learning \(PBL\)](#), [resonance pedagogy](#), International Women's Day, gender studies, gender equality, gender identity, role models, artistic-interdisciplinary techniques of [storytelling](#).

Content:

On the occasion of the 50th anniversary of women's suffrage in Switzerland, Roman Kroke was commissioned by the BEJUNE University of Teacher Education (Biel/CH) to design and lead a training workshop for their students. For four days, around 60 students (future teachers for primary, secondary and grammar schools) devoted themselves to the biographies of 18 female icons in history and the present, coming from a wide variety of geographical, cultural and social backgrounds, e.g.: the social worker Leymah Gbowee, the astronaut Mae Jemison, the lawyer Jesselyn Radack, the war reporter Gerda Taro, Nzinga the queen of Ndongo and Matamba, the warrior and shaman Lozen, the bearded woman Clémentine Delait, the bandit queen Phulan Devi, the explorer Delia Akeley, the spiritual figure Ama (Mata Amritanandamayi), the athlete Cheryl Bridges, the rapper Sonita Alizadeh, the volcanologist Katia Krafft.

The format is not only suitable for middle, high school and university level but also for primary school by integrating as additional working material the comic series *Culottées* by Pénélope Bagieu (2016/17). A survey among educators showed that there is a real need for creative ways to address female role models, especially at a young age.



[Documentation](#)

INTERNATIONAL YOUTH ENCOUNTERS



International Youth Encounters – Erasmus+ projects

Topics:

[Project-based learning \(PBL\)](#), [resonance pedagogy](#), school & town twinning, language exchange, Erasmus+ projects, cultural identity, history, artistic-interdisciplinary techniques of [storytelling](#).

Content:

In the context of the European Erasmus+ exchange program, school partnerships and language trips, Roman Kroke has conducted workshops for schools in various countries: France, Switzerland, Germany, Italy, Spain, the Netherlands, Bosnia–Herzegovina and Croatia.

Multi-lingual approach (English, French, German) – among others on the topics:

- ☞ [The Berlin Wall and the universal metaphor of the border \(1961 - today\)](#). These workshops are enriched by Roman Kroke's own family biography, which was strongly affected by the separation of the two German states and the Berlin Wall; this story and the impact on his artistic career were traced on Europe's leading cultural channel [arte.tv](#) in the documentary film [30 Jahre Mauerfall – wenn Kunst auf Erinnerungskultur trifft](#); project portfolio of a linguistic trip to Berlin by the Swiss school CEC Emilie-Gourd (Geneva/CH): [PDF](#)
- ☞ The German resistance group [Die Weiße Rose](#) (The White Rose) around Hans and Sophie Scholl.

European Erasmus+ projects: (1.) Workshops at five historical memory sites as part of the project [Our memories and I](#), in partnership with EUROM (The European Observatory on Memories, University of Barcelona); exhibition curator at the five sites, editor/author of the project publication.

- ☞ [Publication of the Erasmus+ project Our Memories and I](#)

(2.) A workshop for a mixed group of students and teachers from the Collège de Budé (Geneva/CH), the Shetland Islands and Reunion Island on the topic of [plastic pollution](#) (Lake Geneva, oceans, ...). The *F.-A. Forel Research Institute for Environmental and Water Sciences* in Geneva contributed to the project with objects from its laboratories, which were used by the participants as artistic material in the sculptures.



The S@ndcastle

Topics:

[Project-based learning \(PBL\)](#), [resonance pedagogy](#), big data, [ChatGPT](#), [artificial intelligence \(AI\)](#), complexity, social media, information scarcity/abundance, sustainable development, individual & collective identity, digital age, artistic-interdisciplinary techniques of [storytelling](#).

Content:

The S@ndcastle is an artistic storytelling workshop which enables interdisciplinary work on the topic of "Big Data, ChatGPT and Social Media". The pedagogical concept focuses on a challenge that everyone faces in the digital age: How do I position myself vis-à-vis the almost inexhaustible ocean of information available to us via the countless media? (How) can we control it, filter it and make it usable? How does Big Data affect the distribution of political/social power and our environment (sustainable development)? As a conceptual counter-model to this world of (information) abundance, the workshop introduces the concept of the surrealist literary group [OuLiPo](#). According to this, it is precisely through the conscious restriction of options and the introduction of limitations that people are stimulated to find original solutions, to uncover hitherto unused creative potential. In this context, the students have the opportunity to draw on experiences they made through restrictions during the Corona pandemic.

In a first step, the participants explore the metaphors of "complexity", "web" and "flow" through philosophical/literary texts, objects and photos. These analyses are based, among others, on the story [The Book of Sand](#) (1975) by the Argentinian writer Jorge Luis Borges (1899-1986). In his story, the "book of sand" is a book with infinite pages, with no beginning and no end, which becomes an obsession and gradually consumes its owner; Borges is often described as having [foretold the internet](#). In a second step, the participants develop their artworks set in our present or future (utopias/distopias) weaving narrative strands on the topic of "Big Data" into their scenario.



NEW

The Fold **Littéra|time**

Topics:

[Project-based learning \(PBL\)](#), [resonance pedagogy](#), literary awareness, the psychological posture of the reader, appropriation of a text, artistic-interdisciplinary techniques of [storytelling](#).

Content:

In the new workshop format *The Fold Littéra|time* participants explore their relationship with a text: a literary work, a scientific or theoretical source.

In education, the challenge is often to awaken the students' interest, and in the best case, even passion, for a text. How can I promote the development of a personal bond between the reader and a text? How can I stimulate the psychological posture in a way that the reader does not limit himself to the role of a passive consumer, but seeks an intimate relationship of resonance, beyond all scholarly and analytical considerations?

Folding a book page and diving into the resulting enclave is discovered by the participants as the starting metaphor for venturing into an encounter with the text as a "living organism". To deepen and extend their sense for the metaphorical potential of "the fold", they also explore anchor points in other disciplines, such as: [Origami](#), biology (the fleecy [fold of belly plumage](#), called the "brood pouch", which the emperor penguins are using to protect eggs during incubation), [architecture](#), the oriental dance of the [whirling dervishes](#), philosophy ([Gilles Deleuze](#)), the digital world (the fold as a "space of reflection" for [interactive data visualisation](#)).

On this basis, the participants develop experimental sculptures with which they trace the following questions: How can I creatively reflect on my own reading habits? How do I "travel" through a text? How can I take breaks along a reading journey which create intimate spaces of resonance? Roman Kroke illustrates this approach with the book [The Scorpion Fish](#) by the Swiss writer and travel author Nicolas Bouvier (French original: 1981).



School Trips to BERLIN



Physical & Psychological WALLS in the Then and Now

Babylon Berlin

Topics:

[Project-based learning \(PBL\)](#), [resonance pedagogy](#), European and regional identity, the Berlin Wall then and now, material and psychological walls, Cold War, international school exchange, Erasmus+ projects, artistic-interdisciplinary techniques of [storytelling](#).

Content:

The *Babylon Berlin* workshop offers participants the opportunity to develop an experimental artwork based on current and historical sources (linked to the Berlin Wall, the Cold War etc.) as well as literary and musical references (contemporary poets and musicians from Berlin etc.). In resonance with the universal metaphor of the border, the participants reflect on European history and our present, the falling of old walls and the emergence of new ones (physical and psychological), as well as their own role in our globalised world.

The concept is also suitable for school and language trips to Berlin or international Erasmus+ projects. For workshops in Berlin, Roman Kroke offers a unique location: a former industrial site – now an art centre – that was part of the Berlin Wall during the Cold War: a so-called "Grenzhaus" (border house), where you can still discover numerous traces of history today (see portfolio & photo gallery below).

Developing a colourful programme for a trip to Berlin is usually not a major challenge for the organisers. As a vibrant metropolis with a rich historical heritage, the German capital offers an almost inexhaustible range of events. But how can we succeed in involving the students in such a way that they step out of the

role of a passive recipients of information and actively and creatively reflect on their manifold experiences?


The top of the *Berliner Fernsehturm* (television tower), symbol of the united Berlin, does not touch the sky. Nevertheless, in view of the prevailing "confusion of languages" visitors may feel reminded of the myth of the [Tower of Babel](#). In addition, parallels can be drawn in view of the ever-growing poverty and unemployment; they stand in stark contrast to the city's excessive and luxurious nightlife and its exuberant creative energy. Even the Berlin of the Weimar Republic was often compared to the biblical city of Babel; see also the TV series [Babylon Berlin](#). The workshop allows the students to reflect on their experiences on the last day of their Berlin stay (or after their return) by developing an experimental artwork based on historical, literary and musical sources (see above). The workshop can, of course, also be realised in the run-up to a Berlin visit in order to enable the students to build up an intellectual and emotional connection towards the topics and places already in the preparatory phase.

Documentation:

 [PORTFOLIO Linguistic school trip to Berlin by the Collège CEC Emilie-Gourd \(Geneva/CH\)](#)

 [Photo Gallery & Info](#)

The workshops are enriched by Roman Kroke's family biography, which has been strongly influenced by the once divided Germany and the Berlin Wall. This history and the effects on his artistic career were traced in a documentary film on Europe's leading cultural channel [arte.tv](#):

 *30 Jahre Mauerfall – wenn Kunst auf Erinnerungskultur trifft* (2019)
[Film online](#)





The Mussel and the Sandhopper | *Mottie the Moth*

Topics:

[Project-based learning \(PBL\)](#), [resonance pedagogy](#), primary school, philosophy for children, multilingual approach (de, en, fr), German as a foreign language, artistic-interdisciplinary techniques of [storytelling](#).

Content:

For primary schools, Roman Kroke gives graphic readings of his two picture stories *The Mussel and the Sandhopper* and *Mottie the Moth* (in presence or via videoconference). His illustrations are brought to life via video projector. In these interactive readings, the children also learn how the stories had been inspired by the artist's biography: his childhood on the North Sea coast, his law studies in Berlin etc. In Berlin, his readings at primary schools have been regularly funded by the Kulturprojekte Berlin GmbH (a foundation for local authors), including multilingual readings (English-French-German) for international schools such as the European State School Judith Kerr.

Based on his readings, Roman Kroke conducts artistic-philosophical workshops for children (6-11 years). Topics: Friendship & trust, family & home, security & vulnerability, unknown & fear, freedom & loneliness, fantasy & reality. The children are exploring diverse storytelling techniques where artistic creations encourage the development of linguistic awareness: listening, reading, creative writing. The Berlin Senate for Education has awarded these workshops for their model character in so-called *best practice* exhibitions. Roman Kroke has given teacher trainings on the pedagogical concept of these workshops for the Berlin Senate, the Pedagogical University BEJUNE (Biel/CH) and a lecture at the [UNESCO Headquarters](#) in Paris (FR) on occasion of the *International Encounters on New Philosophical Practices for Children*.

As part of the experimental co-housing project *Tür an Tür* (Door to Door), coordinated by the Institute for Art Education of the Zurich University of the Arts (CH), he had his studio under the roof of the Nürtingen Primary School (Berlin/DE) for one year.

Documentation:

[Photo Gallery](#) [Project-PORTFOLIO \(German\)](#)

[Documentary film \(extract\)](#) *At Home in Europe* (2011), interview with Roman Kroke

Following a philo-art workshop on the picture story *The Mussel and the Sandhopper*, the Clara-Grunwald primary school in Berlin (Montessori pedagogy) developed a theatre play. The project was awarded a **prize for practical learning** (Das kleine PRAXX): [Project-PORTFOLIO](#) (PDF, in German).



Art workshops during Roman Kroke's **one-year studio residency** at the Nürtingen Primary School Berlin (Montessori pedagogy), coordinated by the Institute for Art Education of the Zurich University of the Arts (CH).

Z hdk
Zürcher Hochschule der Künste
Zurich University of the Arts



Judith Kerr Grundschule

BERLINER
AUTOREN
LESE
FONDS

KULTUR
PROJEKTE
BERLIN



Bilingual reading (German-French) at the Judith Kerr Primary School (European State School in Berlin/DE).



Allophone Students

Adult Refugees

Travelling Suitcases

Topics:

[Project-based learning \(PBL\)](#), [resonance pedagogy](#), students with migration and/or refugee background, artistic-interdisciplinary techniques of [storytelling](#).

Content:

The workshop *Travelling Suitcases* offers a pedagogical concept of artistic storytelling which is suitable for foreign-language students with a migration and/or refugee background, regardless of their language level.

In the workshop, the students take on the role of a narrator. They materialise their view of life in the new host country, including their visions and dreams, through an experimental artwork. This approach aims at highlighting their particular ability to observe our society with a fresh eye, an ability often lost to "long-established" residents. Through the artwork, the students also develop basic communication skills. In the workshop, they first explore the metaphor of the suitcase with the help of objects and photos: for example, a suitcase could symbolise a person who is migrating and (partially) carrying his previous life with him (in the form of memories etc.), hidden within the suitcase's inner space. How may the "suitcase" behave once arrived in the new environment? Will it stay closed, begin to (partially) open, ...?

Documentation:

[Documentary film \(workshop with allophone students\)](#)

[Photo Gallery](#)



Workshops with Adult Refugees

Topics:

[Project-based learning \(PBL\)](#), [resonance pedagogy](#), refugees, migration, exile, global citizenship, artistic-interdisciplinary techniques of [storytelling](#).

Content:

Roman Kroke also runs interdisciplinary workshops for adult refugees.

For the Belgian NGO *Refugees got Talent*, he led two art workshops for refugees from Iraq, Syria, Iran, Azerbaijan etc. As curator, he then supported them in presenting their works as part of the *MosARTic* exhibition at LaVallée-Creativespot, Molenbeek-Brussels (BEL).



[Documentation](#)

Workshops in PRISONS



The S@ndcastle

Topics:

[Project-based learning \(PBL\)](#), [resonance pedagogy](#), detention centre, prison, artistic-interdisciplinary techniques of [storytelling](#).

Content:

Roman Kroke also offers workshops in the prisons and detention centres.

At the invitation of the association [Lire C'est Vivre](#), he developed the concept for a five-day pilot workshop with inmates of Europe's largest prison, Fleury-Mérogis (FR); the project was funded by the Ministry of Justice, Culture and Communication.

The workshop took place in the prison library and included an interactive module with students of the Collège Charles Péguy (Palaiseau/FT): As the central art material for the workshop, the students of the college sent BOOKS to the inmates. They had written comments and questions on the pages of the books, which the inmates could use as thematic entries for their artworks. The students' notes resonated with excerpts from the story [The Book of Sand](#) (1975) by the Argentinian writer Jorge Luis Borges (1899-1986).

At the end of the workshop, the artworks travelled outside the prison walls and were presented in a public exhibition in collaboration with the students of the Collège Charles Péguy.



(academic) Study tours

Reflection Workshops

Topics:

[Project-based learning \(PBL\)](#), [resonance pedagogy](#), (academic) study tours, scientific research, history, comparative studies, artistic-interdisciplinary techniques of [storytelling](#).

Content:

Roman Kroke also develops workshops for participants of academic seminars and study tours.

For the CIEE (Council on International Educational Exchange), he led workshops for the seminar *Ruin and Revival: History, Modern Memory and Identity* for six consecutive years (2011-2016). Participants: university professors (USA) from different faculties (economics, journalism, psychology, history, art, literature, ...). Roman Kroke accompanied these groups as an interdisciplinary expert during their study trips to Krakow (POL) and Berlin (DE) and subsequently led artistic reflection workshops for them on the topics encountered during the travel (comparative analyses of different cultures of remembrance, interaction between individual and collective identity, etc.).

Documentation:

 [Photo Gallery](#)

 [Recommendation Letter](#) by the CIEE



Discover **new** approaches to relate to your environment, to explore topics, ...






... to build a personal **bond** towards them and to share this experience with others.

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