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| Datum: 14/1 - 2014 | Projekt OBOGATENO UČENJE TUJIH JEZIKOV 2013-15 |

**Value-added FLT: Extension and Enrichment**

 **(Overview)**

Questions were:

1. What could be classified as **rich learning experiences** and ‘**rich learning environments in FLT** for your school/students?
2. How can you **design and set up the rich learning experiences** for your students?
3. How can you (help) **establish rich learning environments** at your school/for your students?
4. How can you (help) **enhance the already-established educational excellences**?
5. How can/will be the educational ‘enhancements’ could be **measured** or **otherwise assessed?**

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| **GROUP 1** |
| **Answers** |
|  | Experience:* projects (multi-phase and multidisciplinary)
* cultural enhancement
* cross curricular topics and professional literacy

Environment: * relationship: how well you know teachers and students
* goals of project and school curriculum
* space: classroom/outside classroom, small groups
 |
|  | Know relationship: * Teachers: qualifications, expertise, experience, background
* Students: prior knowledge, background
* School

Have time:* To plan
* To asses

Facilitate authenticity:* Create relative materials
* Shape personal experiences
* Exchanges and trips
 |
|  | Know relationship: * Teachers: qualifications, expertise, experience, background
* Students: prior knowledge, background
* School

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Facilitate authenticity:* Create relative materials
* Shape personal experiences

Exchanges and trips |
|  | Build by assessing, document and revisit:* Reflection
* Evaluation
* Observation
* Modelling
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| **GROUP 2** |
| **Answers** |
|  | * Developing intercultural competences through personalized materials
* Plurilingual and pluricultural approaches
* Critical reflection on culture (compare/contrast)
* Embedding FL in content learning
* Project-based learning (proper PBL)
 |
|  | * You need to plan
* Stable number of colleagues you are working with
* Supportive school environment (the whole community)
* Adaptability
 |
|  | * You need time
* Repeating and improving your enriched experiences at long term base
* Establishing stable teams
 |
|  | * Critical friends
* Observation
* Modelling
* Specific workshops
* Dissemination
* Promotion (school/society)
* Blogs/media/social network
 |
|  | * Reflection logs, diary
* Evaluation (surveys)
* Involve the community
* Through observation (other teachers give you a feedback)
* Participation in projects (outside school, projects for the local community, collaboration with companies)
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| **GROUP 3** |
| **Answers** |
|  | Rich learning experiences and environments:* Authentic documents
* Use of implicit knowledge of the FT as a basis for the learning
 |
|  | Authentic tasks: autonomy, multiple recourses, learner centred, outside the classroom, meaningful |
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|  | Exchanges (national and international) and virtual communication (for ex. blog)  |
|  | * Archives
* Team work
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| **GROUP 4** |
| **Answers** |
|  | * Genuine, authentic conversation
* Access to culturally authentic, relevant materials
* Opportunities for idea sharing and collaboration and creativity
* Emphasizing the process when learning and raising awareness of transferability
 |
|  | * Content –current events, real events,
* student interest
* innovative tools (e.g. videos)
* trips
* Balancing what students know (skills, etc.)
* Curriculum requirements and goals of the school
 |
|  | * Target various learning styles
* Creating a safe learning
* Environment that welcomes and builds upon various opinions and perspectives
 |
|  | * Present various aspects of the (learning) process
* Rotation of materials
* Emphasize updated/current information and relevant teaching and learning methods
 |
|  | * Providing adequate opportunity for students feedback and using that feedback to improve the learning (and consequently teaching) process
* Emphasizing students reflection on own learning and understanding
* Evaluation:
	+ diagnostic, formative, summative
	+ quantitative and qualitative assessment
	+ long term studies
	+ standardized testing
	+ submission of writings to journal
	+ case studies
	+ comparing data
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