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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 |
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|  | 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 |