**OIV Cultural crossroads 2015**

**General program**

**When/quand?**

21.1.2015

22.1.2015

23.1.2015

24.1.2015

**How much/combien?**

24 hours/heures

**Teachers/Professeurs?**

Laura Lee Jensen

Samuel Farsure

**Daily plan/organisation d'une journée**

|  |  |
| --- | --- |
| 8.00-8.45 | Heure/hour 1 |
| 8.50-9.35 | Heure/hour 2 |
| 9.40-10.25 | Heure/hour 3 |
| 10.30-11.15 | *Pause- déjeuner*  *Lunch break* |
| 11.20-12.05 | Heure/hour 4 |
| 12.10-12.55 | Heure/hour 5 |
| 13.00-13.45 | Heure/hour 6 |
| Total | 6 heures/jour  6 hours a day |

**General objectives/objectifs généraux**

* Be able to define different concepts related to »culture« in Slovene and English
* Develop intercultural awareness especially in the following areas: knowledge about one’s own culture, attitude to foreigners and attitude towards stereotypes.
* Develop a critical reflexion about cultural items

**Language objective**

* Develop knowledge and competences related to »culture studies« in English and in French

**Role of teachers:**

* Mainly a leading role, they act as mentors

**Students/élèves**

|  |  |  |  |
| --- | --- | --- | --- |
| **Number/numéro** | **Name/prénom** | **Surname/nom** | **Class/classe** |
| 1 | **Maja** | **Krapež** | **1b** |
| 2 | **Matic** | **Mikuž** | **1b** |
| 3 | **Katarina** | **Novak** | **1b** |
| 4 | **Lea** | **Pahor** | **1b** |
| 5 | **Žiga** | **Valič** | **1b** |
| 6 | **Veronika** | **Zavadlav** | **1b** |
| 7 |  |  |  |
| 8 |  |  |  |

**Attendance/présence**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name/prénom** | **Surname/nom** | **22.1.2014** | **23.1.2014** | **24.2014** | **25.1.2014** |
| Maja | Krapež |  |  |  |  |
| Matic | Mikuž |  |  |  |  |
| Katarina | Novak |  |  |  |  |
| Lea | Pahor |  |  |  |  |
| Žiga | Valič |  |  |  |  |
| Veronika | Zavadlav |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Day 1/jour 1:**

**Theme: identity and stereotypes**

Objectives/objectifs:

* Be able to define and reflect on the concept of identity
* Be able to define and reflect on the concept of stereotype

|  |  |  |  |
| --- | --- | --- | --- |
| **Hours/heures** | **Number/numéro** | **Objectives/objectifs** | **Activities/activités** |
| 8.00-8.45 | Heure/hour 1 | **Presentation of the program and the rules**  **Get to know each other**  **Introducing yourself to others using objects**  **Discussion - first impressions and stereotypes** | We (students and teachers) all introduce ourselves to the group  Ice-breakers – sharing their object and discussing them  ice-breaker #2 - 2 Lies and a Truth (guessing game)\*\* |
| 8.50-9.35 | Heure/hour 2 | **National stereotypes: how do young Slovene people see themselves and their country?** | Brainstorming about Slovenia / stereotypes re: SLO  Slovenian culture and Slovene people in 5 words.  Why have these words come out? What are the reasons?  If there is time enough, do the same for American, French and Chinese. |
| 9.40-10.25 | Heure/hour 3 | **Defining culture**  **Defining stereotype**  **Discussion - quotes about culture and stereotypes** | Group work: trying to define culture and finding examples of it, try to find what is not culture and non-examples of culture.  Try to define stereotype.  Discussion of quotes - whether students agree/disagree, (dis)advantages of the perspective, and so on |
| 10.30-11.15 | *Pause- déjeuner*  *Lunch break* |  |  |
| 11.20-12.05 | Heure/hour 4 | **Mapping stereotypes**  [**http://alphadesigner.com/mapping-stereotypes/**](http://alphadesigner.com/mapping-stereotypes/) | Introducing different stereotypes about nations, think about how would Slovene culture stereotype other nationalities or countries |
| 12.10-12.55 | Heure/hour 5 | **Making a world/European map** | Task: realise a world or European map about how Slovene people stereotype other countries |
| 13.00-13.45 | Heure/hour 6 | **Reflection** | Finish discussion  Reflection in journal – questions, statements. |
|  |  |  |  |
| Total | 6 heures/jour  6 hours a day |  |  |

\*\* Examples: (Laura)

Example A:

1. I am a child of someone who has won an Emmy award.
2. I have gone swimming in 3 different oceans.
3. Bananas are my favorite fruit and I‘ve eaten at least one everyday for most of my life.

Example B:

1. While in London I was mistaken for a German and people complimented me on my English.
2. I have been in 3 car accidents, one of which was my fault.
3. In elementary school my tap dance group won 1st place in a regional competition.

In each set, #1 is true, #2 and #3 are lies.

**Day 2/jour 2:**

**Theme: stereotypes and foreigners**

Objectives/objectifs:

* Be able to define the basic principle of an interview and a video interview
* Be able to set a list of questions for an interview
* Be prepared to do an interview

|  |  |  |  |
| --- | --- | --- | --- |
| **Hours/heures** | **Number/numéro** | **Objectives/objectifs** | **Activities/activités** |
| 8.00-8.45 | Heure/hour 1 | **What is an interview?** | Students research information about basic principles of an interview: who, what for, when, how, how much time, |
| 8.50-9.35 | Heure/hour 2 | **What are the things to pay attention to when doing an interview?** | Students make a list of the important elements to have in mind when preparing an interview: attitude, types of questions |
| 9.40-10.25 | Heure/hour 3 | **What aspects of a video interview are to be taken into account for a good result?** | Students watch a short video on tips about video interviews. They become aware of the aspects they need to pay attention to. |
| 10.30-11.15 | *Pause- déjeuner*  *Lunch break* |  |  |
| 11.20-12.05 | Heure/hour 4 | **Preparing questions for the interview** |  |
| 12.10-12.55 | Heure/hour 5 | **Testing the camera, the composing of the frame, the sound, the position of the interviewer** |  |
| 13.00-13.45 | Heure/hour 6 | **Deciding about the title, the music, the things in between** |  |
|  |  |  |  |
| Total | 6 heures/jour  6 hours a day |  |  |

**About making a good video interview:**

<http://www.poynter.org/news/media-innovation/202713/what-journalists-need-to-know-about-interviewing-for-video/>

<http://12starsmedia.com/blog/how-to-shoot-a-video-interview-4-tips-to-compose-the-shot>

How to make a good video interview: <https://www.youtube.com/watch?v=PQzmu77R02s>

**Tips about the interview:**

How to conduct a face to face interview for journalists: <http://www.wikihow.com/Conduct-a-Face-to-Face-Interview-for-Journalists>

Interview: <http://www.mediacollege.com/journalism/interviews/tips.html>

<http://www.mediahelpingmedia.org/training-resources/journalism-basics/475-20-interviewing-tips-for-journalists>

<http://www.bbc.co.uk/academy/journalism/article/art20130702112133431>

<http://schoolvideonews.com/Broadcast-Journalism/Interview-Styles>

**Day 3/jour 3:**

**Theme: Foreigner’s points of view**

Objectives/objectifs:

* Culture: aspects of cultural/intercultural interview
* Language: how to formulate questions in english

|  |  |  |  |
| --- | --- | --- | --- |
| **Hours/heures** | **Number/numéro** | **Objectives/objectifs** | **Activities/activités** |
| 8.00-8.45 | Heure/hour 1 | **Getting prepared to interview foreigners** | Students prepare questions and try to determine what they want to achieve with the interview: get information about foreign culture. Slovene culture, both...? |
| 8.50-9.35 | Heure/hour 2 | **Getting prepared to interview foreigners** |
| 9.40-10.25 | Heure/hour 3 | **Getting prepared to interview foreigners** |
| 10.30-11.15 | *Pause- déjeuner*  *Lunch break* |  |  |
| 11.20-12.05 | Heure/hour 4 | **Carry-out the interview** | Students go to the University of Ajdovščina and carry-out the interview |
| 12.10-12.55 | Heure/hour 5 |
| 13.00-13.45 | Heure/hour 6 |
| Total | 6 heures/jour  6 hours a day |  |  |

**Day 4/jour 4:**

**Theme: producing a cultural item**

Objectives/objectifs: evaluation

|  |  |  |  |
| --- | --- | --- | --- |
| **Hours/heures** | **Number/numéro** | **Objectives/objectifs** | **Activities/activités** |
| 8.00-8.45 | Heure/hour 1 | **Finalise the films**  **Assessment** | Students work on their films.  Editing... |
| 8.50-9.35 | Heure/hour 2 |
| 9.40-10.25 | Heure/hour 3 |
| 10.30-11.15 | *Pause- déjeuner*  *Lunch break* |  |  |
| 11.20-12.05 | Heure/hour 4 |  | Students work on their films.  Editing... |
| 12.10-12.55 | Heure/hour 5 |
| 13.00-13.45 | Heure/hour 6 |  |
| Total | 6 heures/jour  6 hours a day |  |

Refleksija:

* Program je bil v celoti izpeljan in cilji doseženi
* Končni izdelek, intervju z dvema doktorskima študentoma – raziskovalcema na Univerzi v Novi Gorici je bil posnet in je na voljo za uporabo v delavnicah na temo medkulturnih razlik med Slovenijo in Poljsko oziroma Kitajsko
* Dijaki in oba učitelja so z delom in rezultati zadovoljni
* Ključno je, da je rezultat mogoče doseči v strnjeni obliki, ko se dijaki in učitelji osredotočijo na le na te cilje in ni drugih motečih dejavnikov, ki bi delo prekinjali.