

LEARNING DIARY

Date 30th June – 3rd July 2011

Organiser Sprachendienst Konstanz

We arrived in Konstanz the 30th June 2011 and we were lodged at the hotel IBIS, a very nice hotel close to the Rhine river.



In the evening we had dinner at the “*Hafenhalle*” restaurant.



It was a very typical restaurant in front of the Bodensee. We met all the partners and it was a great opportunity to get to know all the colleagues working in the different Countries. We ate German typical food.

The following day we met at 9 o'clock in the morning and we went for a guided tour through Konstanz. The touristic guided brought us through Konstanz and she showed us the most important attractions of the town.



Konstanz was an important trade centre and a spiritual centre. At the council of Konstanz in 1414-1418, a papal election was held, ending the papal schism. Due to its proximity to Switzerland, Konstanz was not bombed during world war II and its historic old town remains intact. It is a historic city with a charming old town. We saw the place where Ferdinand von Zeppelin, the constructor of the zeppelin airships, was born.



Then we saw the place where Jan Hus was kept prisoner.



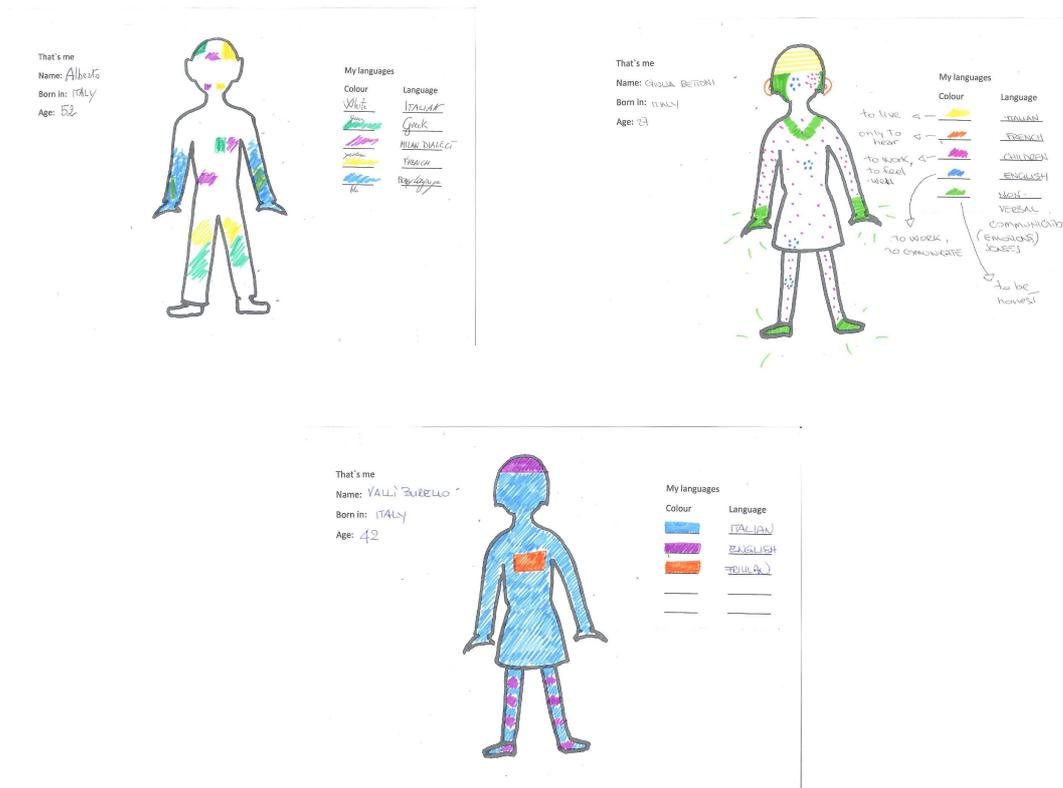
We finished our guided tour in the city hall and the mayor did a very interesting speech.



At the end of the speech, Martin Thomas from the Yale College of Wrexham showed us a video presentation of the work carried out in Vienna. It was a very interesting video made by two trainees from the College.

Later we went to “Hanoi”, a typical Vietnamese restaurant, for our lunch and in the afternoon to the office of our German colleagues for carrying on with our meeting. In the afternoon the colleagues from Vienna Susanna Gratzl and Maria Hirtenlehner, Institut für Wissenschaftskommunikation und Hochschulforschung hold a workshop on “Tandem @: Cross-Cultural Exchange between Police and Migrants”. In Austria, the Tandem® program operated as part of a larger police-training course. Officers must apply to participate in the program, which consists of seven four-hour training sessions augmented by several informal activities involving the tandem pairs. They told us that the program began in 1999. Last year, the program received at least 80 applications from high-level police officers from all over Austria for 25 available positions for each program offered. The program documented improvements in attitudes of both police and migrant participants. For us it was a very interesting project that should be implemented in other European Countries.

After the coffee break, we carried on our meeting with a workshop about “Silent Way”, but first of all we had to do a specific job: we had to color a picture symbolizing our body and considering the language we speak. These were the pictures we realized:



Then we were divided in different groups and each group had the opportunity to experiment the “*Silent Way*” with their teachers. The Silent Way is a language teaching method that makes extensive use of silence as a teaching technique. The method emphasizes the autonomy of the learners, the teacher’s role is to monitor the students’ effort and the students are encouraged to have an active role in learning the language. Even though teachers are often silent, they are still active and will also encourage students to help their peers. We had the opportunity to learn Turkish, Japanese and Chinese. It was the first time we had the possibility to experiment this teaching method and we found it a very interesting method to learn languages.

In the evening we had dinner at “Seerhein” a very beautiful restaurant in front of the Rheine River. We ate typical delicious German food.



The following day, we started our meeting at 9.00 o’clock and Alberto Morlacchi hold a workshop about “*Problem-based-learning*”. It is a student-centered pedagogy in which students learn about a subject in the context of complex, multifaceted and realistic problems. The students are divided in groups and each group has a *problem* to solve. The students have to identify what they already know, what they need to know, and how and where to access new information that may lead to the resolution of the problem. The role of the instructor is that of facilitator of learning, he provides appropriate scaffolding of that process by (for example), asking probing questions, providing appropriate resources, and leading class discussions, as well as designing student assessments.

After the presentation and discussion of this methodology we were divided in groups and the aim of each group was to rebuild the path of the project and in particular to highlight the most significant experience we had during project. Each participant had the opportunity to choose photos and key words and discuss with the others about the meaning of his/her choice.

Later we discussed about the final report and how to prepare it.



Lifelong Learning Programme

In the afternoon we went for a boat trip to the “Insel Reichenau”. A touristic guide explained us that this island belong to the World Heritage.



It was declared a UNESCO World Heritage Site in 2000 because of its monastery, the Abbey of Reichenau. The Abbey’s Munster is dedicated to the Virgin and Saint Mark. The touristic guide told us that the famous artworks of Reichenau include the Ottonian murals of miracles of Christ in St. Georg, unique survivals from the 10th century. So the Reichenau Island is famous for its historic buildings, but also for the fresh vegetables, salads and vines.



This meeting was the last one of this partnership, we say goodbye to all of our colleagues but we made the promise to carry on working together with other projects and activities.