

## LEARNING DIARY

**Date** 24<sup>th</sup> to 27<sup>th</sup> February 2011  
**Organiser** Institut für Wissenschaftskommunikation und  
Hochschulforschung

We arrived at Vienna on the **24th of February**; there were other partners' delegates in our hotel, while the others were in other hotels in the surrounding area. During the evening we had the opportunity to meet the whole group for dinner, in a nice restaurant (Alt Wiener Gastwirtschaft SCHILLING) really close to our hotel. As usual, it was a pleasure to meet the other delegates, someone again and someone for the first time.

The next morning we started the project work. At the beginning the delegates of the host partner (**Institut für Wissenschaftskommunikation und Hochschulforschung**) welcomed the others and gave a short presentation of the Institute and its activities; then the coordinator (**Rhetorik-Verband**) gave a short overview of the projects, the reached objectives and the last meetings; there was also the opportunity for everyone to introduce himself/herself to the whole group.



After that, **Sprachendienst Konstanz's** delegate, Tina, presented an interesting workshop on "*learning, learning methods and types of learners*"; first of all she involved all the participants in a practical exercise, showing 12 different words and asking people to try to remember as many words as possible in less than one minute. The aim was to show that every person has different strategies to memorize, like putting the words in sense groups or building a story with the words at disposal, It was interesting to notice all the different strategies applied, finding differences and/or similarities between different people.

Tina then proposed another exercise useful to understand what kind of perception people have (f.i. it may be visual, auditory, kinaesthetic, etc); the aim was to underline that if we know what kind of perception our learners have, we may be able to propose more effective learning activities. It's also important referring to FoBo objectives, because a better knowledge of our learners let us motivate them to write, read (and learn). Every people suggested ideas about how to motivate people to write and read and we collected them. At the end Tina proposed another exercise: she gave us 30 words and the pictures of them, white papers, coloured pens, scissors and glue and asked us to create a picture of our own memory strategies.



The result, as shown in the following picture, was a collection of representation of different way to remember words. We all agreed that it's a useful method that teachers may use with their learners.



After a coffee break, we started with the presentation of "**songs from Europe**", as agreed in the previous meeting: every partner presented one or more songs from his country and how they would use them in order to motivate learners to write and read. After the third presentation, we went out to have lunch all together in the Faculty's canteen. The presented songs were:

1 Yale college: "*Canol Lân*"

2 Sprachendienst Konstanz: "*Mensch*"

3 IDF: "*Romeo&Juliet*"

4 SCF: "*Gli altri siamo noi*", "*C'era un ragazzo*", "*San Martino*", "*Il gatto e la volpe*", "*Il rock di capitan uncino*", "*L'isola che non c'è*"

5 Telsiai Secondary School: "*Ruta Zalioji*"

6 Institut fur Wissenschaftskommunikation und Hochschulforschung: "*Das Wienerlièd*"

7 Rhetorik-Verband: "*Der Traum ist aus*", "*Die Gedanken sind frei*"

8 2QAB: a cappella songs



These songs were chosen for their link to culture, books, history, concepts, etc; songs may be used to introduce a topic to our learners and to motivate them to go in depth by reading something else about it and to write their thoughts and findings about it.

After a little break, we continued with a round table, useful to exchange experiences and find conclusions, collecting ideas about the way to implement the "**songs method**" in the final "FoBo handbook". We discussed about general instructions about how a teacher could use songs to motivate learners to read and different approaches (such as identifying sources, gathering data, contextualizing data, writing up findings, etc.). The main idea was that we have to start on what people are.

The whole group agreed on the following structure:

1 Aims and objectives

- target group

2 Methodologies

- clear stages
- identify particular skills, resources

3 Outcomes (expected from the learners)

4 Extensions (following steps)

- what else can you do?

5 Evaluation

- possible evaluation methods

At the end of the session everyone had a bit of free time, before meeting again all together for dinner at Neubauschenke restaurant.

The following day we started again at 9.15 with the "**story workshop**", proposed by 2QAB, thanks to which we had the opportunity to learn something new about the ways to motivate learners to tell stories. Jayne showed a bag full of different and – at a first sight – strange things, such as postcards, bracelets, booklet, pins, small boxes, etc; then she asked to everyone to choose one object and tell the others a short story about him/her and the chosen thing. This is another method useful to motivate people to tell a story, feeling at the same time really motivated (because it's connected to their real life). Jayne also told us that there could be a second step: after telling the story, the learner could write it down.



After a short coffee break, the coordinator introduced 2 topics to discuss all together: internal dissemination and how to go on with the activity plan.

Referring to internal dissemination, Susanne helped the participants summerizing the presented methods of the whole project in order to have a shared model to present; referring to the project activities, the work plan had been updated in this way:

- Next meetings will take place in Konstanz 30/06/2011-03/07/2011) and the hosting partner will try to organise a press conference.
- During this last meeting the video from Yale College, which presents the whole course of the project, will be shown.
- The Austrian partners will carry out a workshop on tandem learning connected with
- intercultural problems, the host partner will carry out a workshop on tandem learning and the Italian partner will carry out a workshop on problem-based learning

After the end of the work, we had the opportunity to join a wonderful sightseeing tour in Vienna, also visiting the "Haus der Musik" (perfectly linked to the main topic of the meeting). Then we had the last dinner all together at Augustinerkeller restaurant.

