

Minutes 4th meeting „Folk without Book“ in Vienna from 24th to 27th of February 2011

Organiser



Coordinator



Rhetorik-Verband Ba-Wü ·
Holzmarkt 7 · 72070 Tübingen

Date 24th to 27th of February 2011

Organiser **Institut für Wissenschaftskommunikation und
Hochschulforschung**
Schottenfeldgasse 29
1070 Wien

Thursday, February 24th 2011

Arrival in Vienna

Dinner at « Alt Wiener Gastwirtschaft SCHILLING », Burggasse 103, 1070 Wien

Friday, February 25th 2011

9.00h iff: Welcome

Angelika Brechelmacher and Silvia Edtinger welcomed all participants in Vienna and explained the the structure and working fields of iff

9.15h Rhetorik-Verband: Welcome

Susanne Haug gave a short overview about the course of the project so far and the agenda for the actual meeting

9.30h Workshop on learning, learning methods and types of learners Tina Brach, Sprachendienst Konstanz

Tina Brach began her workshop with a short exercise by showing 12 different words on a slice and everybody had to remember as many words as possible in 30 seconds. People used different methods for remembering: 1) putting the words in sense groups, 2) personalising the words, 3) putting words together, 4) making pictures out of the words or 5) making a story with the words.

The exercise showed that there are different preferences of learning and remembering. Tina continued with a short theoretical input about the brain and its functions. With regard to learning processes it is important to know that the brain wants to organise and give a meaning to things. She explained the differences between the right and left hemispheres. While the left hemisphere is responsible for the linear thinking mode the right hemisphere is responsible for the holistic thinking mode.

We continued with an exercise where every participant could find out what kind of perception type he or she is: visual, auditory, kinaesthetic, olfactory or gustatory. Most of people don't have only one preference, it is often a mixture between one, two or three preferences. If you know your own or your learners perception types you can choose and create more suitable learning/teaching arrangements.

Following this idea the next exercise aimed at finding ways to motivate people to write, read, listen and speak in consideration of the different perception types. Some of our ideas to motivate people to write are: for mainly visual types showing pictures and films,

for mainly auditory types listen to songs and for mainly kinaesthetic types watching and observing specific situations. Some of our ideas to motivate people to read are: For mainly visual types cartoons, for mainly auditory types listening to audio books and for mainly kinaesthetic types to move somewhere to gather information.

In a last exercise we had the possibility to create our own "remembering picture". Every participant could choose a sheet of paper with 30 different words or a sheet of paper with pictures from these 30 words. In addition there were blank sheets of paper, scissors and glue. The result were many different types of pictures showing how people try to remember words and gave us many new ideas for working with our learners.

10.45 – 11.00

Coffee break

11.00 – 12.45 Songs from Europe

During the course of the project it became more and more obvious that the project partners would like to focus on songs as a method to motivate learners for reading and writing. Due to this fact every partner presented in Vienna one or more songs from his country and how they would use this song in learning processes.

Yale College: "Canol Lân" (Welsh Song)

The main idea of the partners from Yale college is to start where the learners are by celebrating their cultural expression, position and knowledge. One approach could be to use the song Canol Lân for a research project on Welsh culture. Therefore the learners have to identify sources, gather data, contextualise data and finally write up their findings.

Sprachendienst Konstanz: „Mensch“ by Herbert Grönemeyer

The partners from Sprachendienst Konstanz use this song in their German classes to talk with their participants about Germany and practice the German language. Since the song contains many different topics it is a good starting point to motivate people talking.

Institut pour le Développement et la Formation: "Roméo Kiffe Juliette" by Grand Corp Malade

The song "Roméo Kiffe Juliette" was chosen by the learners from IDF. Due to the fact that the song is about the story from Romeo and Julia by William Shakespeare the learners started to read the original play and discussed about the song as well as the play.

13.00 - 14.30

Lunch in the canteen of the Faculty

Scuola Centrale Formazione: "Gli altri siamo noi", "C'era un ragazzo", "San Martino", "Il gatto e la volpe", "Il rock di capitano Uncino", "L'isola che non c'è"

The Italian partners started with the idea that every song is based on a concept, e.g. love, friendship, dreams,.... SCF presented different songs concerning "intercultural dialogue", "Vietnam war", "novel" and "poetry". All topics are good starting points for discussions and the partners from SCF could recommend books for further information.

Telsiai Secondary School: Ruta Zalioji (Lithuanian folk song)

The song presented from the Lithuanian partners is a traditional folk song. In their classes they asked their pupils to find the main symbols in the song and as a further step to search in books for the meaning of these symbols. To combine with the songs not only reading but also writing they produced small leaflets containing the results of their findings.

Institut für Wissenschaftskommunikation und Hochschulforschung: „Das Wiener Lied“

The Austrian partners presented different songs from and about Vienna, the so called "Wiener Lied". They told the participants about the history from this kind of songs, the

topics, and instruments. Since the 1970s there is a revival of the Viennese song and today it could be used to learn more about Vienna and the Viennese dialect.

Rhetorik-Verband Baden Württemberg e.V.: „Der Traum ist aus“ by Ton, Steine, Scherben and „Die Gedanken sind frei“

Both presented songs can be used especially in history, politics or social science classes. After listening and discussing about the contents learners could start gathering information about different topics which are included in the songs, e.g. dreams, revolution, freedom (of opinion), political repression,...

The song "Die Gedanken sind frei" (thoughts are free) can be perfectly connected to the revolutionary movements in Northern Africa and learners can be motivated to read newspapers and discuss about the latest developments as well as the possibilities of the world wide web.

2qab completed the whole session perfectly with an interactive part by singing together different songs.

16.00 – 16.15

Coffee break

16.15 – 17.30 Exchange of experiences and discussion; find conclusions

All partners discussed together how the different songs and ideas could be implemented in the final "FoBo handbook". They decided that every partner will write a summary "songs linked to literature" of how they think a song can be used as a method for motivating disadvantaged learners to read and write on the basis of the following structure:

1. aims and objectives
 - target group
2. methodologies
 - break down into stages
 - identify particular skills, resources
3. outcomes you expect from the learners
4. extension
 - What else can you do?
5. evaluation
 - possible evaluation methods

Every partner organisation will send his summary (including a song as an example) to the coordinator.

19.00

Dinner at « Restaurant Neubauschenke », Zieglergasse 25, 1070 Wien

Saturday, February 26th 2011

9.15 - 10.30 story workshop

Jayne Hathway, 2qab

Jayne carried out a workshop on how to motivate people to tell a story. Therefore she brought a bag with her containing different things like a small box, postcards, a booklet, chocolate, bracelets,... Every participant had to choose one thing and tell the other participants a short story why he or she chose the thing.

In a next step people could write down their stories.

10.30 – 10.45

Coffee break

10.45 – 12.15 Preparing internal dissemination workshops

To prepare all partners best possible for the internal workshops, the coordinator summarised up together with some participants the course and the presented methods of the whole project:

Rhetorik-Verband: main aims and objectives of the project from the partners view

- Help people to gather information from any kind of media → media competency
- Greater enjoyment from literature, try to attract young people and adults to read (not limited to books only), start from where they are, their wishes/interests
- Help people to express themselves
- Broaden knowledge about culture

Telsiai Secondary School: Creating posters and bookmarks

- Aim: to motivate pupils to read books and active participation of pupils in project activities
- Methods: lead-in lecture, analysis of samples, brainstorming
- Activities: Creating bookmarks and posters on the subject of reading → basic principles, possible motifs, applique techniques, creative work in groups

Rhetorik-Verband: Socio-history about popular culture

- Rudolf Schenda: "Volk ohne Buch"
- Criticised the lack of consideration and investigation of popular literature as well as social contexts and different types of audiences
- Elaborated popular literature from 1770 – 1910
- Being able to read, being allowed to read
- Demanded to foster integration of popular literature into scientific studies and to motivate the ruled class to express themselves

IDF: La lecture partagé

- Target group: undergraduated young adult learners
- Objective: Creating the conditions of a kind of meeting
- Texts should be short, interesting and easy to reach
- The presented CD-Rom contains many different texts for adult learners and links oral and written culture

Iff: Interview techniques

- A method to gather information about reading and writing experiences and to practice interview techniques
- Building groups with 3 persons: one interviewer, one interviewee and one observer
- In each group the roles will be changed after 10 or 15 minutes to allow every person to play each role
- The participants tell each other about their experiences

Yale college: media competency (see presentation on the website)

12.15 – 13.00 discussing planning questions, tasks and responsibilities, review of and develop project work plan, evaluation

After the evaluation of the meeting a steering group discussed about the activity plan and how to organise the next meeting:

- The partners from Sprachendienst Konstanz will host the last meeting and try to organise a press conference. The film 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
- Sprachendienst Konstanz will carry out a workshop on tandem learning connected with language learning

- Scuola Centrale Formazione will carry out a workshop on problem-based learning

13.00 – 15.00	Free time for lunch
15.00 – 17.00	Sightseeing tour in Vienna Visit of the "Haus der Musik" which completed the meeting and its main topic perfectly.
19.00	Meeting at "Stephansplatz" for Dinner at « Augustinerkeller », Augustinerstrasse 1, 1010 Wien

Sunday, February 27th 2011

Free time and departure
