



Intercompetency and Dialogue through Literature
(Dec. 2008 – Oct. 2010)

Interactive Seminar, Alden Biesen, May, 2014
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Education and Culture DG
Lifelong Learning Programme
Comenius

The partnership

- **6 countries, 7 institutions:**
 - **P1** Institute for Literature at the Bulgarian Academy of Sciences, BG (*project beneficiary*)
 - **P2** Intercultural Cooperation Foundation, BG (*project coordinator*)
 - P3 REGIUS, FI
 - P4 University Complutense of Madrid, ES
 - P5 Educational Research Institute, SI
 - P6 Liverpool Hope University, UK
 - P7 Rezekne Higher Education Institution, LV



Key competencies

- **RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on key competences for lifelong learning (2006/962/EC):**
 - 1) **Communication in the mother tongue;**
 - 2) **Communication in foreign languages;**
 - 3) Mathematical competence and basic competences in science and technology;
 - 4) Digital competence;
 - 5) **Learning to learn;**
 - 6) **Social and civic competences;**
 - 7) Sense of initiative and entrepreneurship; and
 - 8) **Cultural awareness and expression**

Why Literature?

- Reading itself is a complex skill;
- Provokes our common reception of reality;
- Provokes self-knowledge and development of the reader;
- Explores the dialogue between cultures and societies;
- Promotes self knowledge and resistance to cultural pressure and manipulation;
- Stimulates imagination, personal self expression, creativity.
- **For you literature is?.....**

Some lessons learned

- *Have-fun-and-learn to succeed!*
- *Life is an expensive and bad teacher. Do not rely on our life experience only. Literature is a shared life experience of many]*

What did we produce?

- **Innovative methodics** for fostering transversal competencies in integrative, holistic way through the use of literature;
- **Teacher Training Course** addressed at **in-service school teachers in Humanities** (history, literature, philosophy, civic education, etc.), as well as at non-pedagogical school staff (e.g. advisors, school counselors, psychologists) in Latvia;
- **Teacher's Handbook** with a reader, activities, and guidelines for teachers;
- **By default:** Project **web-site** that streamed the project development and outcomes to the target users and the general public
- **Dissemination Conference** in BG, June, 2010

Project target groups

- **Primary target:** in-service school teachers in Humanities (history, literature, philosophy, civic education, etc.), as well as at non-pedagogical school staff (e.g. advisors, school counselors, psychologists);
- **Long-term target:** high-school students (age 15-18, possible extension of the target to younger learners: 12-14)

Some methods/approaches

- Archetypal Method;
- Interculturally sensitive reading;
- Case Based Learning;
- Communicative Method
- Critical Thinking Approach.

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Products: Teachers Handbook

- **Philosophy:** constructivism & learning outcomes (competencies) based approaches;

Lesson plans and activities

Resource section:

- Reader (CD - ROM);
- Documentation (CD -ROM);
- Glossary;
- Further reading.
- Translated in BG, SP, LV, SI, FI.



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International Teaching Training Course in Latvia

- A Course within the Comenius Database:

<http://ec.europa.eu/education/training/database/index.cfm>

- Approbation in real life classroom situations.
- Local seminars in the partner countries.



Case Based Learning through Literature/ folklore:

- Cooperative learning:
 - - Group Heterogeneity
 - - Group Goals/Positive Interdependence
 - - Interaction
 - - Individual Accountability
 - - Interpersonal Skills
 - - Equal Opportunities for Success
 - - Team Competition
- Source: <http://college.cengage.com/education/pbl/tc/coop.html>

The Case:

- Cases "are stories that are used as a teaching tool to show the application of a theory or concept to real situations.
- Dependent on the goal they are meant to fulfill, cases can be fact-driven and deductive where there is a correct answer, or they can be context driven where multiple solutions are possible.
- Various disciplines have employed case studies, including humanities, social sciences, sciences, engineering, law, business, and medicine.
- Good cases generally have the following features: they tell a good story; are recent, include dialogue, create empathy with the main characters, are relevant to the reader, serve a teaching function, require a dilemma to be solved, and have generality. Instructors can create their own cases or can find cases that already exist." Source: <http://ublib.buffalo.edu/libraries/projects/cases/case.html>

The Good Case:

- *A good case tells a story..*
- *A good case focuses on an interest-arousing issue.*
- *A good case is set in the past five years.*
- *A good case creates empathy with the central characters.*
- *A good case includes quotations.*
- *A good case is relevant to the reader.*
- *A good case must have pedagogic utility.*
- *A good case is conflict provoking.*
- *A good case is decision forcing.*
- *A good case has generality..*
- *A good case is short..*

How to evaluate?

- The products produced by the pupils are (paper, case study, journalist article) are very suitable for formal assessment.
- But what is more important is that students reflect over the the process of learning and be stimulated towards self evaluation focusing especially on the learning to learn abilities. A simple questionnaire as a tool may be applied to this aim.