

INTERNATIONAL CLASS

INFORMATION ON THE INTERNATIONAL CLASS PROGRAMME



Interactum Flanders

11-2-2008 11-5-2008

Place of Implementation
Karel de Grote Hogeschool Campus Pothoek
Pothoekstraat 126, 2060 Antwerpen



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Calendar

11/02/2008	Introduction Day + Start Module 1 (Pothoekstraat 125, 2060 Antwerpen)
12/02/2008 – 15/02/2008	Module 1 in Château-Ferme de Ronchinne
16/02/2008 – 17/02/2008	Weekend
18/02/2008 – 22/02/2008	Module 1
23/02/2008 – 24/02/2008	Weekend
25/02/2008 – 28/02/2008	Module 1
29/02/2008	Module 2
01/03/2008 – 02/03/2008	Weekend
03/03/2008 – 07/03/2008	Module 2
08/03/2008 – 09/03/2008	Weekend
10/03/2008 – 14/03/2008	Module 2
15/03/2008 – 16/03/2008	Weekend
17/03/2008 – 21/03/2008	Module 3
22/03/2008 – 06/04/2008	Easter Holidays
07/04/2008 – 11/04/2008	Module 3
12/04/2008 – 13/04/2008	Weekend
14/04/2008 – 16/04/2008	Module 3
17/04/2008 – 18/04/2008	Module 4
19/04/2008 – 20/04/2008	Weekend
21/04/2008 – 25/04/2008	Module 4
26/04/2008 – 27/04/2008	Weekend
28/04/2008 – 30/04/2008	Module 4
01/05/2008 – 04/05/2008	Bank Holiday + Weekend
05/05/2008 – 06/05/2008	Module 4
06/05/2008 – 09/05/2008	Ending Days
10/05/2008 – 11/05/2008	Weekend

MODULE 1: Communication, emotion and expression

Lectors	Denise Nieuwejaers en Ludo Vandael
Period	11/02/2008 – 28/02/2008, 3 weeks

1 Contents and approach/Goals

Week 1

The three topics are: communication, expression and emotion by confrontation in nature, self exploration and cooperation with other people.

The aim is to offer learning opportunities to the group and its members. The activities engage individuals intellectually, physically and emotionally and call upon the full complement of group resources in confronting and resolving them. The activities are intended to be challenging yet feasible.

The programme contains a series of tasks, obstacles, problems and opportunities in a unique and unfamiliar environment. A four days outdoor-living-together programme with activities in nature (walking, orientation, speleo or rock-climbing, ...), cooperation (problem solving tasks,...), housekeeping (cooking, ...), art (painting, drawing, photo,...) and teaching (dance, cooperation,...) will confront the participants with their existence. Students are always supported and respected in their choice about how to participate in each activity.

Week 2 - 3

Antwerp, a city with about half a million inhabitants, is of major importance to economic and cultural life in Flanders and Belgium. A lot of different nationalities and cultures live together in Antwerp, a pocketsize metropolis. Looking for the Belgian culture in our city is one of the tasks for students. There are many ways to express your emotions, feelings, dreams. A lot of young people do this by music, clothing, nonverbal and verbal language. In small groups we will explore different youth subcultures: Hip hop, Straight Edge, Gothic, etc.

During week 2, the students will have school-experience with observations in schools during 2 days. A Belgian student will take you with him/her during his/her teaching practice.

2 Conditions (e.g. elementary knowledge of...)

Students bring with them:

Week 1

- Good walking shoes, warm clothes for outdoor activities in winter (warm jacket, warm trousers, warm fleece, a pair of gloves, a warm cap, a scarf, socks, warm underwear...)
- rainproof clothing (jacket, trousers, rubber boots,...) warm sleeping bag, pillow and warm pyjamas, a small backpack, a towel and bathroom needs
- A typical dance from your country or your personal interest.
- A cooperation or teamwork activity for children (4-12 years)

Week 2 - 3

- A digital camera (if possible)
- USB-memory stick

- some typical food of your region or country . This can be a local drink and/or cookies or ...for our multinational drink-and-eat dinner!

3 Period and timetable

Week 1

Date	Location
11/02/2008	Karel de Grote University College, Antwerp Campus Noord Pothoek, 10u00
11/02/2008 – 15/02/2008	4 days adventure in Château-Ferme de Ronchinne

Week 2 - 3

Date	Location
18/02/2008	Registration, KdG Van Schoonbekestraat
19/02/2008 – 28/02/2008	Karel de Grote University College, Antwerp Campus Noord Pothoek

4 Study load total: 5 EC's

Week 1

Active participation during the programme and carry out a personal task
Individual report in diary form with compulsory and free assignment

Week 2 - 3

Active participation. Working in group with students from other countries. Two presentations: the Belgian culture through the eyes of... and a youth subculture.

5 Teaching method

Week 1

Learning by doing: changes in behaviour and in understanding occur as a result of the practical experience of coping with real-life situations or problems. This is a learning process which engages the whole person: intellectually, emotionally as well as physically.

Learning by action and reflection: in order for real learning to take place, action needs to be grounded in reflection. And at the other side, reflection needs to be channelled back into action.

The action contains: shift boundaries, commitment, responsible for own learning process, experience, involvement.

Reflection contains: exploration, awareness, objectivity, consolidation.

Week 2 – 3

Lectures, workshops, self-study, observation, working in groups, presentations.

6 Assignment

Week 1

diary with compulsory and free tasks

Week 2 - 3:

teamwork. Two presentations: PowerPoint, video, music...

The Belgian culture by the eyes of ...

A youth subculture at the end of the session

7 Literature

None

8 Language of instruction

English

MODULE 2: Flemish culture and expression

Lectors	Steven Debaere and Hilde Mouton
Period	29/02/2008 – 14/03/2008

1 Contents and approach/Goals

In this module we want to enlarge your view on Flemish culture and society. Together we reflect on the past and the current tendencies in our society. We also pay attention to the influence of foreign cultures on Flanders.

We focus on Flanders but it's important to put everything in a Belgian and European context.

We will give background information concerning the following topics:

- The historical borders of Flanders and Belgium
- The political history of Belgium
- Language and poetry in Flanders and Europe
- Contemporary Arts
- Victor Horta and the Art Nouveau Movement in Belgium
- Tom Barman, a famous musician of Antwerp
- The highlights of Flemish paintings
- Bruges, the medieval past in the present
- Flanders during the First and Second World War

2 Conditions: what do you bring with you?

We ask you to look in advance for an inspiring poem in your mother tongue –of course of an author of your own country. Try to motivate your choice. During one of the working sessions, we will exchange information on languages and literature in Europe. We also need an English translation. Please write down your poem and the translation in a 'Word-document' and put it on a memory stick. We need these documents for a compilation of the poems of all the participants!

We ask you to look for a work of art, made by an artist, out of your country and well known in his home country (and eventually abroad). It has to be an example of visual art: painting, sculpture, artistic photograph, video-work of art (no film!), an installation or a performance... dating from between 1975 and 2007/08, so what we call contemporary! Note some references (in ½ page) on the maker, content of the work, meaning of it. Do not forget to mention title of the work and place where it can be seen. Put these data on a memory stick. Please, do look for a good reproduction which you must be able to show during our visit to the museum of contemporary art in Antwerp. The aim is to start at least a discussion on modern art and its meaning in our lives.

We want you to fill in an 'identification card' concerning one war memorial of your own country (see appendix) Don't forget to take some pictures. It will give us a good opportunity to exchange information on 'war and peace' in Europe.

Important remark: put all your information in a Word-document (on a memory stick or by e-mail), so that we can easily use and compile the documents.

3 Period and timetable

29/02/2008 – 14/03/2008

4 Study load total : 5 EC's

5 Teaching method

We pay much attention to your own experiences here in Belgium. We try to link our information about Flanders to what you see and hear during your visits to different places.

You will learn about culture and society in an 'active way'. By interviewing people, taking pictures, looking on maps, watching films, listening to music, you can get a broader view on different topics (past and present)

6 Assignment

By giving you specific tasks during the courses and excursions, we will evaluate your participation in the International Class.

You will have to make a report concerning an excursion you will make together with a small group of students.

7 Literature

J.A.Kossmann-Putto & E.H. Kossmann. The Low Countries. History of the Northern and Southern Netherlands. Published by the Flemish-Netherlands Foundation 'Stichting Ons Erfdeel', Rekkem, 1997.

8 Language of instruction

English

MODULE 3 : Diversity and education

Lectors	Greet Cuyt and Chris Dumon)
Period	17/03/2008– 16/04/2008

1 Contents and approach/Goals

The module wants to establish an understanding and awareness of equality and diversity and enable students to reflect critically on and challenge perceptions, attitudes and practices that promote prejudice and discrimination.

During this module participants discover and examine the different aspects of diversity in our society and acquire knowledge, skills and attitudes to provide education.

The theory will be combined with a practical investigation about the situation of diversity in the Antwerp region, Brussels and other places in Belgium.

During the last period of the module students will have school-experience with observations and participation in primary and secondary schools.

2 Conditions (e.g. elementary knowledge of...)

Students bring with them:

- An USB – stick
- A selection of more or less 20 (digital) photographs on diversity made in a radius from 10 km around your home. Everyone is free to make his own interpretation on the word 'diversity'.
- If available students can bring some information about the cultural diversity in their environment and the implication in the school system.

3 Period and timetable

17/03/2008 – 21/03/2008 and 07/04/2008 – 16/04/2008

4 Study load total: 5 EC's

5 Teaching method

- Lectures
- Workshops
- Group discussion; group work
- Focused research exercises
- Excursions
- Observation practice in schools

6 Assignment

- Group presentation: practical examination on the subject 'diversity'
- Individual written report

7 Literature

The background reading will be specified during the module

8 Language of instruction

English

MODULE 4: Teaching in Europe / Europe in teaching

Lectors	Raf Sondervorst
Period	17/04/2008– 06/05/2008

1 Contents and approach/Goals

Learn about the different education systems on micro (class)-meso (school) and macro level (policy).

Be confronted with the advantages/disadvantages of different education systems;

Discuss the integration of the European dimension in the educational systems;

Information of the different European levels in educational systems;

Different school climates;

Observation of European/international schools;

Compare final objectives and core curricula for primary and secondary education.

Discover other educational systems outside the formal educational system

2 Conditions (e.g. elementary knowledge of...)

Students bring with them:

- An USB-stick
- Some typical (education) products of their country
- Some typical dance music on CD and games for children (physical education)
- A map of their country
- A handbook of geography (concerning the subject of Europe) used in your secondary school . Try to find out for what age and how many time is spent on this subject
- A handbook of English for the pupils of the age of 12-14 years old,
- A storybook (with images and some text in own language) that can be used in school for children at the age of 4-6 years
- Digital photographs, texts, websites... of existing EU projects in schools where you did a traineeship. If you were involved for yourself in an European project in one of your schools, please contact me during the previous modules and bring some concrete material with you..

Students prepare a presentation of the educational system of their country (plus in addition some information about their country in general – see module 1) (10 minutes – PowerPoint). It could be really handsome if students could bring some pictures or digital movies of school life in their country. People coming from the same country, are asked to bring their preparations together into one presentation before the start of this module (during the previous modules).

3 Period and timetable

17/04/2008 – 06/05/2008

Over the weeks there will be a mix of theoretical sessions in the university college, visits of international and European schools, European institutions, practical seminars, discussion group sessions...

For all students : The 1th of May will be a free day

4 Study load total: 5 EC's

- Lectures: Lectures by (international) teaching staff
- Study: Visits of elementary and secondary schools (International and European)
- Reports: Self study and group reports.

5 Teaching method

- Lectures
- Workshops
- Self-study
- Observation practice
- Groupwork

6 Assignment

Intermediate report and presentation

7 Literature

To be specified during the module

8 Language of instruction

English

Appendix

IDENTIFICATION CARD

Photograph number:

1. War monument in:

2. Location:

3. Monument about which war:

4. Erected in:

5. Meaning of the erection / historical background

6. Initiator:

7. Designer:

8. Description:

9. Used materials:

10. Dimensions:

11. Inscriptions:

12. Mention of names:

13. Significance of the monument nowadays:

You can always attach an enclosure to each question I

Explanation of the questions on the identification card

By studying some war memorials, we want to deal more profoundly about the 'war and peace' theme. We ask you to examine a war monument in your country and answer some questions by using an identification card. Don't forget to take some pictures.

By comparing how people represent and remember their past, we can learn more about war and peace in Flanders and Europe.

Prepare in advance a presentation with some historical facts. So we will be able to understand the monument (see nr. 3,5, 13).

1. War monument in: town/village.
2. Location: specific situation in the town/village (market place, along the main road, near the church, in the graveyard, outside the village, etc.).
3. Monument about which war(s) or war event(s)?
4. Erected in: date of the erection - can you find out why it was erected in this year?
5. Meaning of the erection: why was the monument erected, e.g. commemoration of victims, worship of resistance heroes, honour to an ideal purpose, etc. Do not forget to mention who/what is commemorated (victims of a village, country; during the whole war or only a certain population group, or only victims of a certain event on a certain moment during the war, etc.). It is important to give some historic explanation!
6. Initiator: the person, association or group of the population who commissioned the constructor to raise the monument and/or has funded it.
7. Designer: architect and/or sculptor/artist who designed it or worked out the plans.
8. Description: description in general and striking details, scene(s) represented, allegorical representation, symbolism.
9. Material used for the construction of the monument.
10. Dimensions: height, width.
11. Inscriptions: title, maxim, slogan, quotation, comments. Try to mention the origin of the inscriptions, quotation from the Bible, royal speech, poem from a regional writer, etc.
12. Mention of names: number, age.
13. Significance of the monument nowadays: state of the monument, commemorative ceremonies, stories told about the monument, etc.