

INTERNATIONAL SCIENTIFIC CONFERENCE OF EDUCATIONAL PROJECTS FOR SENIORS

UNIVERSITY OF THIRD AGE

"NOIA - ITHACA, A ONE WAY JOURNEY."



16TH -17TH

FEBRUARY 2017

PORTO

PORTUGAL



ADULT EDUCATION IN GALICIA

			Galicia	
Ensinanzas básicas	Nivel I	Primary education	528	
	Nivel II		492	
Ed. sec. adultos	Niveis I e II	High School	5.867	
Oferta modular	Grao medio	Presencial	V O T C R A A T I N O I N A G l	4.153
		Distancia		2.263
	Grao superior	Presencial		3.658
		Distancia		3.187
Formación profesional dual	Grao Medio		O I N N A G l	204
	Grao Superior		301	
Bacharelato	Presencial	High School	2.169	
	Semipresencial/Distancia		4.512	
Ensinanzas non regradas			835	

IES CAMPO DE SAN ALBERTO

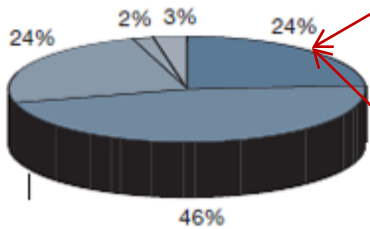
16

24

30



XUNTA DE GALICIA
CONSELLERÍA DE EDUCACIÓN
E ORDENACIÓN UNIVERSITARIA

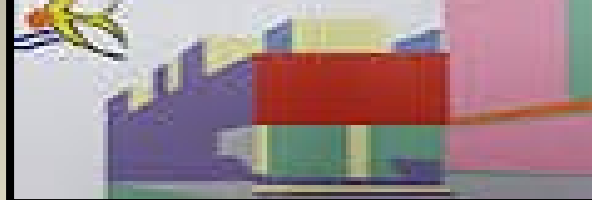


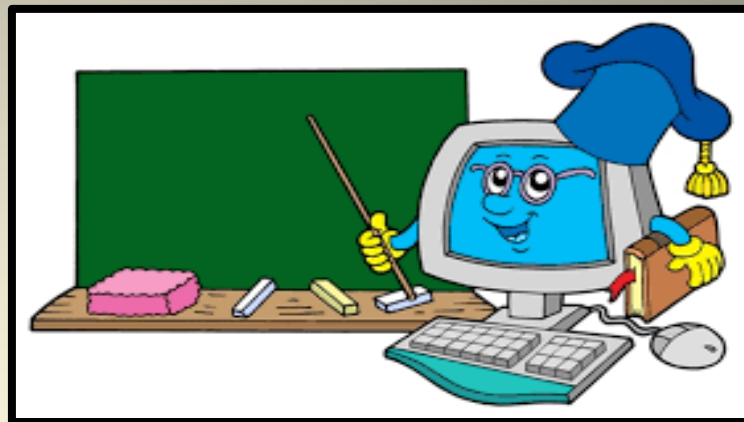
- Nivel I, Nivel II, Ed. sec. adultos
- Oferta modular
- Bacharelato
- Formación profesional dual
- Ensinanzas non regradas

Fonte: Consellería de Cultura, Educación e Ordenación Universitaria. Secretaría Xeral Técnica

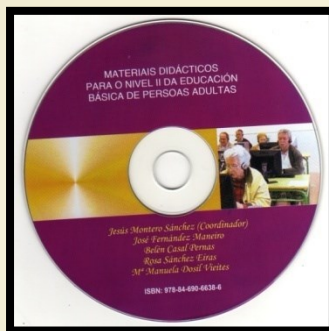
Datos e cifras do ensino non universitario. Curso 2016/17



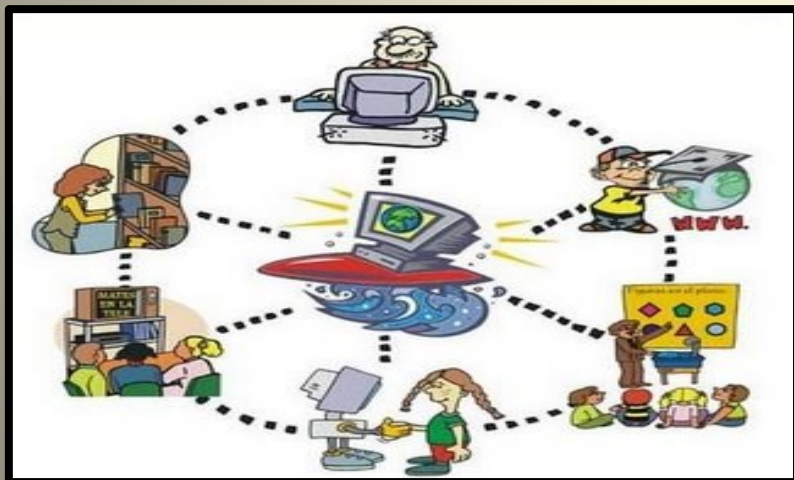


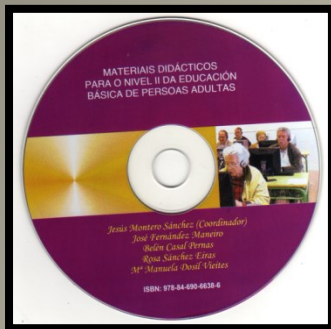


DIDACTIC MATERIALS



FOR ADULT EDUCATION





2005 / 2006



2006 / 2008



2008 / 2010

**Learning
English**



**To increase
confidence in the
use of ICT**

**To use internet as
a daily
working tool**



**To develop strategies for
working in group**

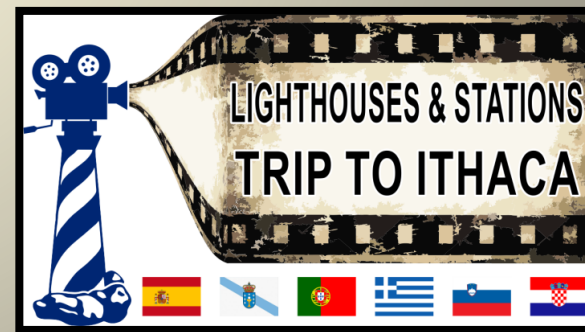
To promote multicultural and active citizenship



2010 / 2012



2012 / 2014



2014 / 2016

THE KEY COMPETENCES



**BASIC SKILLS IN
SCIENCE AND
TECHNOLOGY**



**COMMUNICATION
IN
FOREIGN
LANGUAGES**

**COMMUNICATION
IN
THE MOTHER
LANGUAGE**

**DIGITAL
COMPETENCE**

LEARN TO LEARN



**INTERPERSONAL SKILLS, INTERCULTURAL, SOCIAL
AND CIVIC COMPETENCES.
PERFORMING PLAYINGS
FOR THE DOCUMENTARIES**



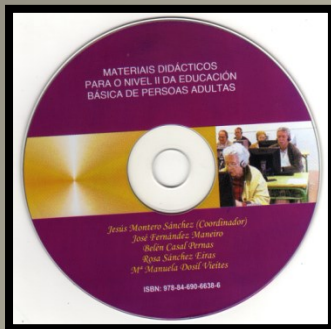


Simple aims
Simple activities,
Simple final products



But... High quality





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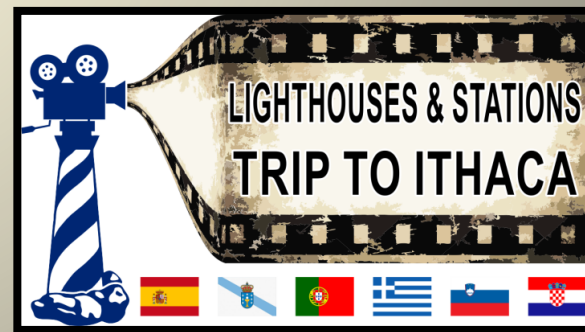
To promote multicultural and active citizenship



2010 / 2012

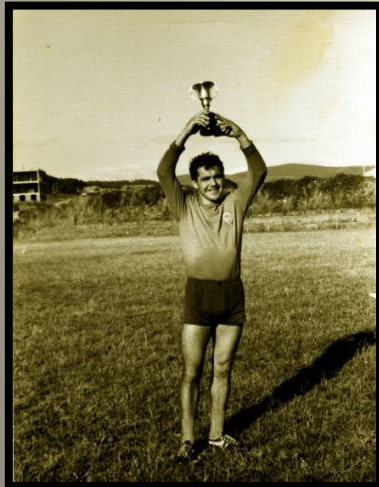


2012 / 2014



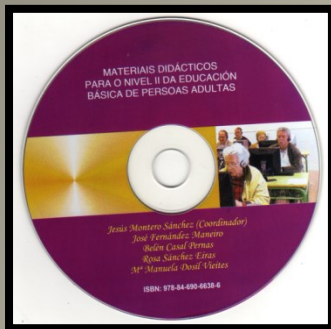
2014 / 2016

THE PAST AND THE PRESENT



TIME GOES BYE...





2005 / 2006



2006 / 2008



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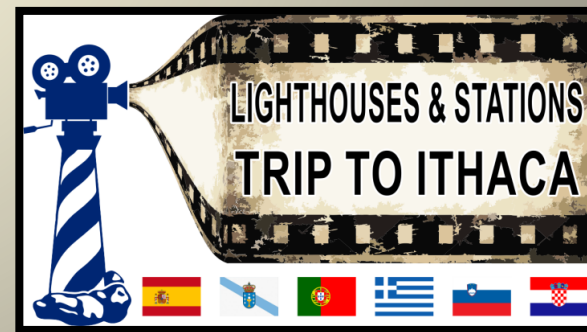
To promote multicultural and active citizenship



2010 / 2012



2012 / 2014



2014 / 2016

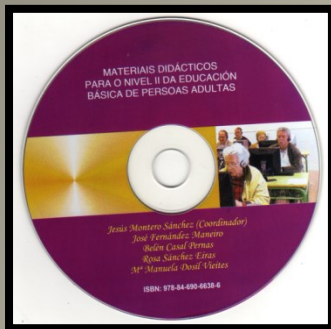
CONTACONTOS

“AS PILAS”

Batteries



...toilet paper or like a mothers' patience:
We only remember them when they have died out.



2005 / 2006



2006 / 2008



2008 / 2010

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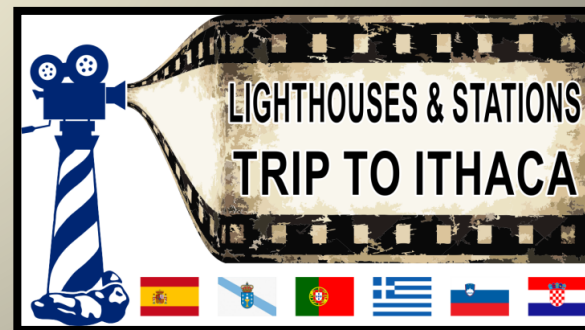
To promote multicultural and active citizenship



2010 / 2012



2012 / 2014

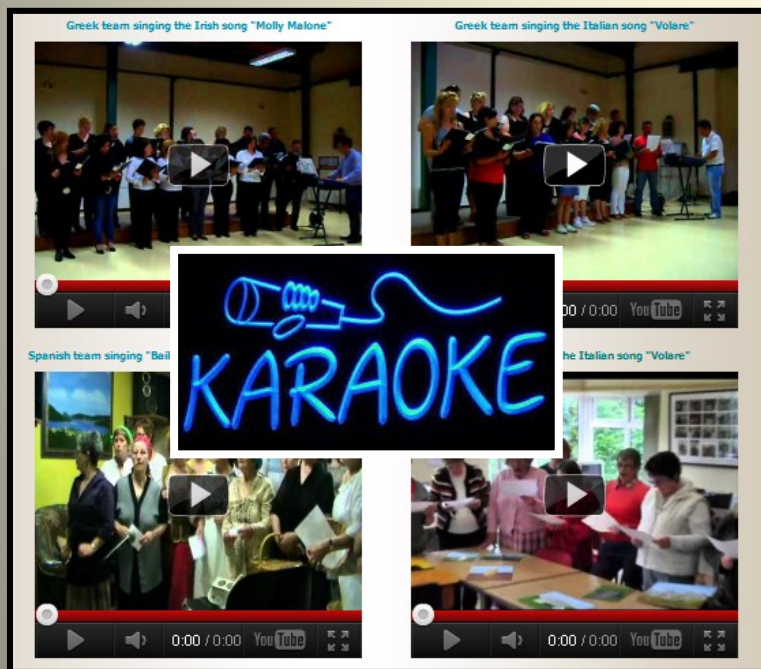
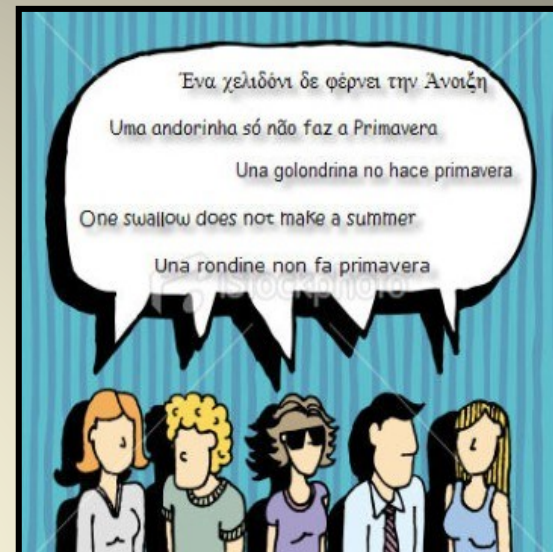


2014 / 2016



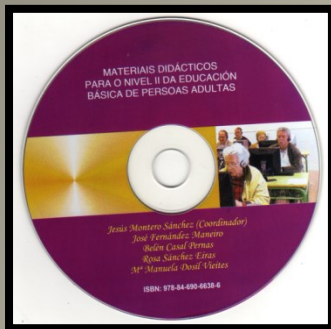
TRADITIONAL REMEDIES

based on well-known herbs from our countries or to put it in other words, how our grandparents used to cure common diseases.



A collection of popular and **COMMON SAYINGS** in the five countries that participate in the partnership. The students have worked on ten categories: **weather, women, men, lifestyle, love, money, animals, religion, people and food.**

KARAOKES where each country has to sing a typical song from a different country (**O Bailinho da Madeira, Molly Malone, A Rianxeira...**)



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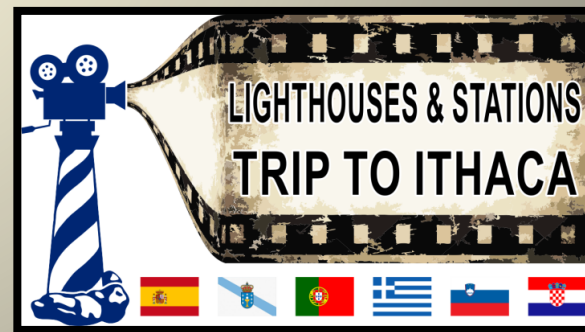
To promote multicultural and active citizenship



2010 / 2012



2012 / 2014

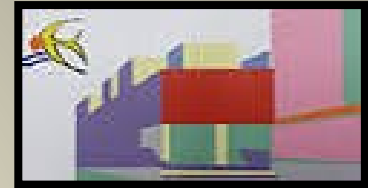


2014 / 2016

"ONCE UPON A TIME IN...EUROPE"

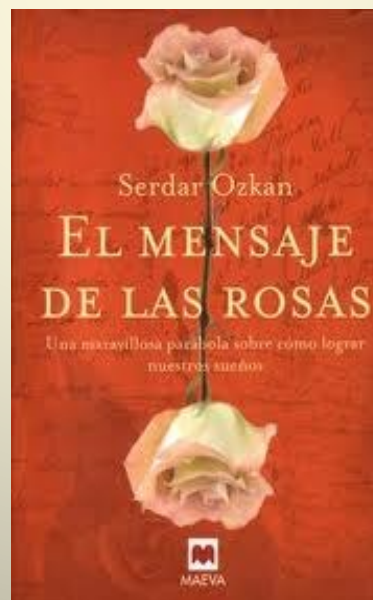
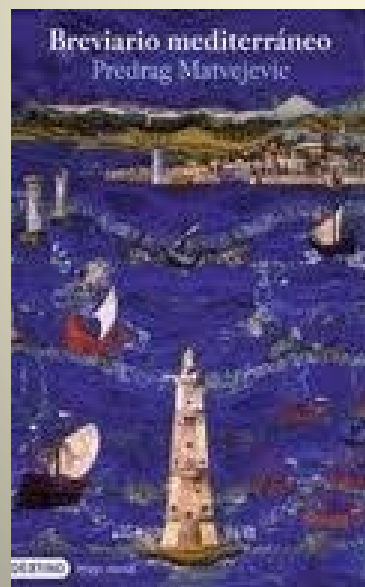
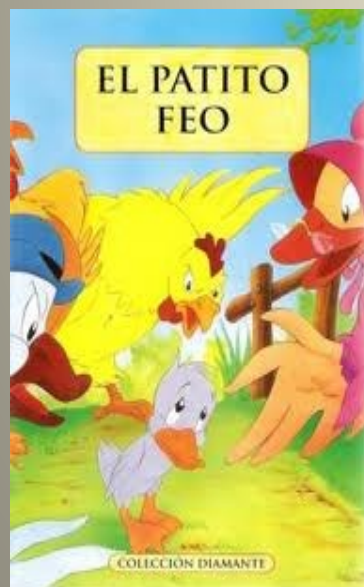
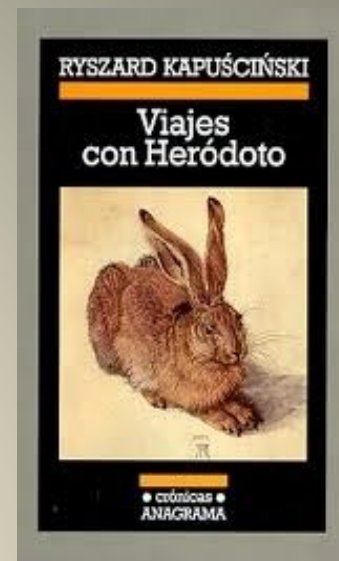
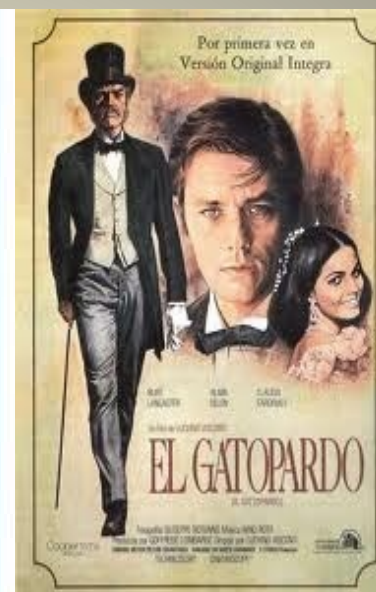
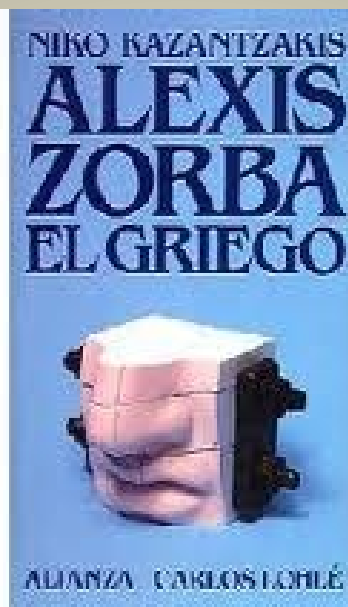
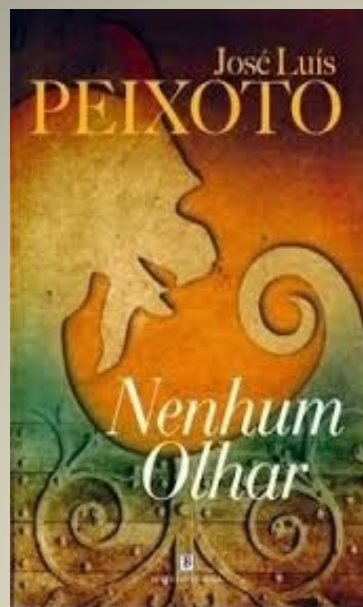


SANTAREM



**IES CAMPO DE SAN
ALBERTO
NOIA**





BOOKS CHOSEN
BY
EACH
COUNTRY



“They were the sheets of paper which ran away from themselves, becoming the most absolute emptiness , it was the memory which turned into not even the air, not even the wind. The world ended. And nothing was left. Neither certainties. Nor shadows. Nor ashes. Nor gestures. Nor words. Nor love. Nor fire. Nor heaven. Nor paths. Nor past. Nor ideas. Nor smoke. The world ended. And nothing was left. Any smile. Any thought. Any hope. Any consolation. Nor even a gaze.”

José Luís Peixoto. “Blank Glaze”



“PHOTOGRAPHY AND EUROPEAN LITERATURE”

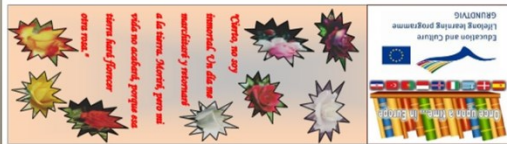


GRUNDTVIG PROJECT: “ONCE UPON A TIME IN..EUROPE”

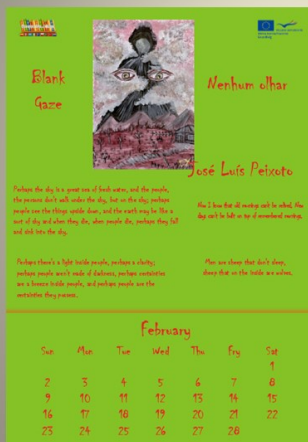




The bookmarks



THE CALENDAR



ACTIVITIES:

- a.- Before reading
- b.- During
- c.- After

EVALUATION ACTIVITIES

INDEX

- A. Pedagogical Foundation
- B. Methodology
- C. Evaluation
- D. Activity blocks
 1. Contextualization of both author and work
 2. The narrator
 3. Subject and plot
 4. Estruture. Dark side of the book
 5. Space and time. Laying out scenes
 6. The characters
 7. Comparing books (subjects: love, freedom, oppression)
 8. Personal conclusions
 9. Creative activities



Pedagogical Guide



Id. project: 2012-1-ES1-GRU06-53427



THE DARK SIDE OF THE ...BOOK

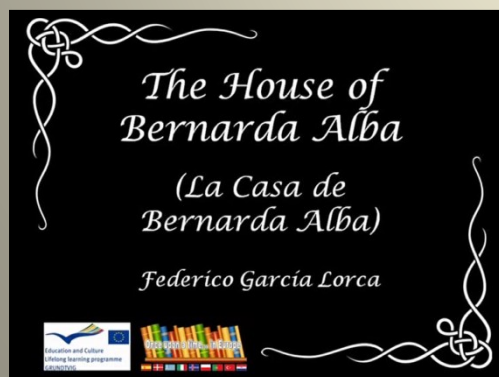


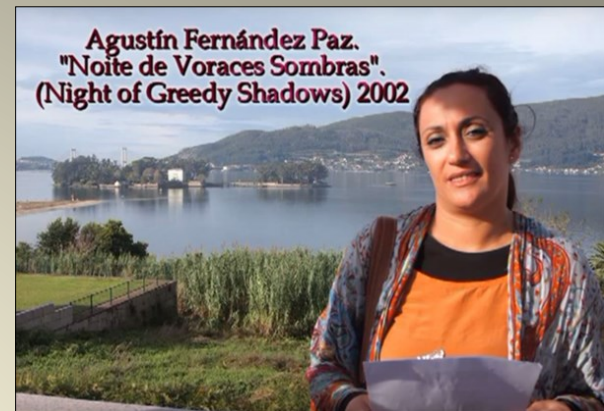
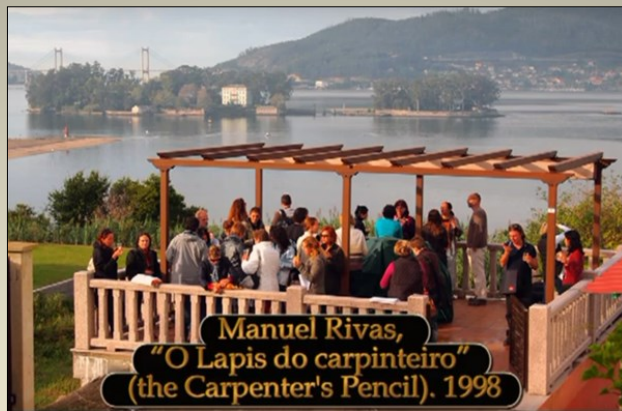


"And his hand could hold the girl's little body. His thumb and his index wrapped her chest. His other fingers protected her head which hanged from her neck. And the weight that he could feel on his arm was the weight of her dead life. He looked at her. He watched her. And her baby face, lit by the shadows of her nose, of her lips, of the sockets of her eyes, was like telling him about his own death."

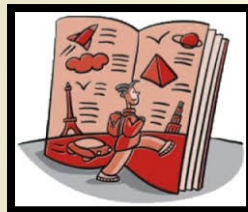
José Luís Peixoto. "Blank Gaze"

VIDEOPOEMS





"ONCE UPON A TIME IN...EUROPE"



Literary tour in Noia & Santarem



OPENING PERFORMANCES...



IES CAMPO DE SAN ALBERTO



Grupo de teatro de educación de adultos

presenta



La casa de Bernarda Alba

Federico García Lorca

Lugar: Sociedade Liceo de Noia

Día: 14 de xuño ás 21:00 horas

NOIA



IES CAMPO DE SAN ALBERTO



Grupo de teatro de educación de adultos

presenta



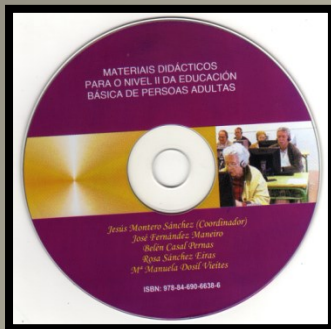
*Federico
García
Lorca*

*La casa de
Bernarda
Alba*

Lugar: Casa da Cultura – Porto do Son

Día: 15 de xuño ás 21:00 horas





2005 / 2006



2006 / 2008



2008 / 2010

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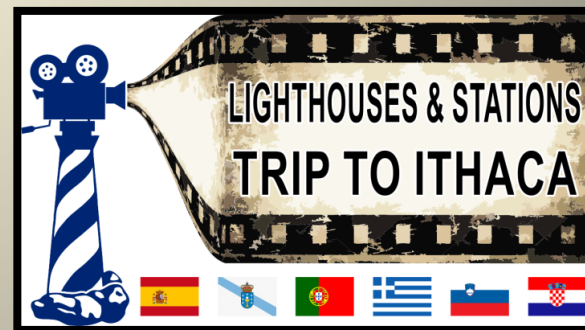
To promote multicultural and active citizenship



2010 / 2012



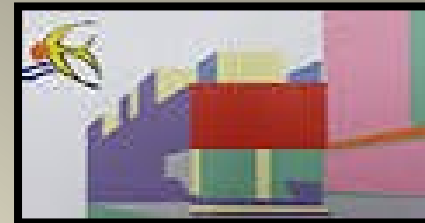
2012 / 2014



2014 / 2016



SANTAREM



*IES CAMPO DE SAN ALBERTO
NOIA*



2014-1-ES01-KA204-004354



Documentaries

The title of the project: LIGHTHOUSES AND STATIONS. TRIP TO ITHACA makes reference to the point of departure and the destination of thousands of people who have and still have to migrate in Europe. In this project we want our students to take active part and therefore, they should film a documentary about migration in each of the participant countries. We consider that the most representative places to carry out these films can be lighthouses and stations as they have always guided migrations in the past. Though the cinema, we will lend voice to many of the people who were forced to migrate at a time of their lives, and that now are making part of this project. We are going to organize face to face meetings and debates in each country with the students who have been working and communicating on-line between meetings.

Portugal - Life stamps



Spain - Crossing the border



- 5 new self-made documentaries will be produced. The objectives are:

- Analysis how to increase participation in adult learning from low level students, older people, immigrants and minority ethnic communities
- Sharing good practice, insights into engagement, motivation, design and delivery of community learning and active citizenship.
- Feedback and conclusions.
- A toolkit with good practice and case studies.
- Each team is going to film the documentary in their mother tongue and add subtitles in English. With this, we could improve languages and the results will be used as "Multiplier activity" because we are disseminating the information in each country and we are disseminating the languages of the EU.

Slovenia - At home in Bela Krajina



To create the documentary, we will follow the steps below:

- Analytical phase: Students will learn about technical aspects.
- Creative phase:
- 1) creation of scripts.
- 2) filming of the documentaries ABOUT EMPLOYMENT AND MIGRATION. The students will make self-made documentaries directed and starred by the participants of each country. The participants will learn what information should a good documentary convey and how to do this.

Croatia - Crab's children



They have to think about both images and the words on screen as well as music and dialogue in the sound.

In the documentaries, they will tell about their personal migration experiences, or the testimonies of their closest relatives or friends. In order to motivate our students, we will include in the documentaries young people who have participated in European programs such as ERASMUS, MAC or even COMENIUS projects as students.

Once the documentary has been finished, it will be digitally distributed on the platform of the project, and it will be projected in every participant country. After the projection of the documentary, it will be held a colloquium with the filmmakers and that will make part of the dissemination of the activities of the project at all levels.

Greece - Second Chance



The resulting DOCUMENTARIES ABOUT EMPLOYMENT AND MIGRATION will also be analyzed at the end of the "cinematic work-book" included in the guide in the same way that the previously watched films, what will as well be used as evaluation of the work done. Documentaries will be made in the mother tongue of each of the participants, adding English subtitles in the post-production phase. After the evaluation there will be two separated but related outcomes:

- Suggestions for the film designers (students and participants), and
- Recommendations for the practitioners (for mentors, teachers and expert public).



Cultural & Didactic Guide

The Cultural Guide consists of two parts:

- 1- Cultural book, which constitutes a description of each country (history, gastronomy, arts, cultural routes, craft, European added value...).
- 2- The didactic part will demonstrate some of the most traditional activities in each country.

This guide is an added value since the results can be used by other institutions as well as it promotes, in a complete way, each country's history, culture and traditions.

Other institutions can use the instructions of a certain game and replicate it with students or in the community. The recipes can also be used as a fun way of teaching English as well as ICT and, at the same time, students are learning about other countries in Europe. This kind of knowledge is important to promote a citizenship feeling.

The aim is for all the students to work together on the CULTURAL AND DIDACTIC GUIDE and improve competence in ICTs and languages (specially English).

Slovenian game (Kozja pis)



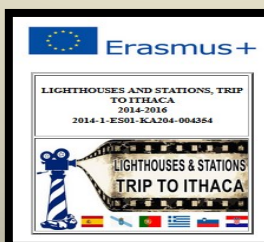
Slovenian dish (Belokranjska pogača)



Spanish game - Chave



Spain - Magosto

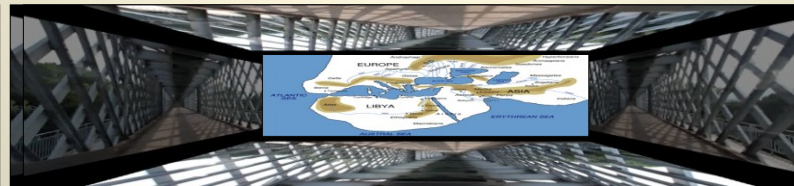
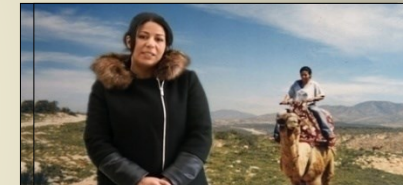


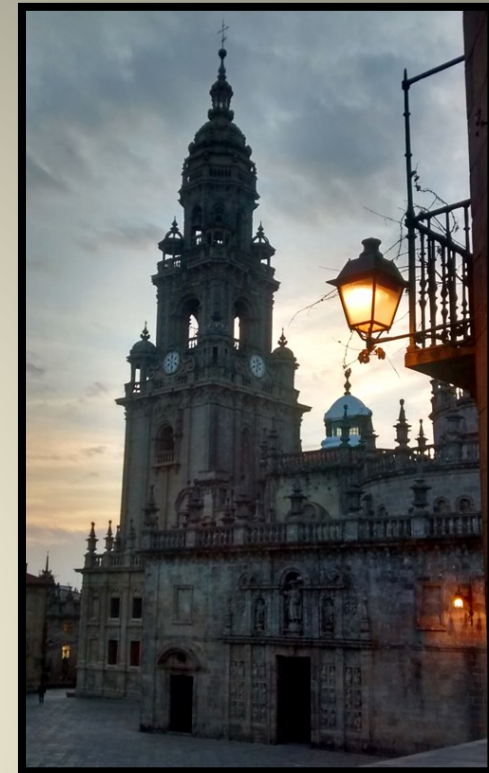
<http://users.sch.gr/Vigklas>

"...this was only about crossing the border - somewhere. Important was not the destination, the goal, the end, but the almost mystical and transcendent act of crossing the border..."

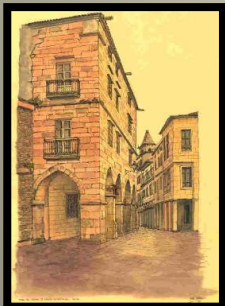
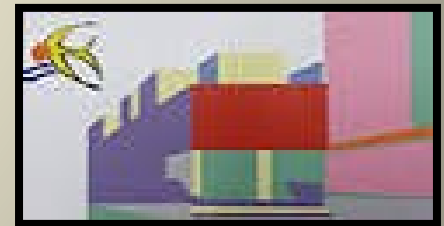
"Travels with Herodoto" Ryszard Kapuscinski

Documentary: "CROSSING THE BORDER"





THANK YOU VERY MUCH
FOR
YOUR ATTENTION!



If you want to contact us...
suso3012@gmail.com

