# Teaching Culture!

# Portfolio

**Name:** _____

**Place:** _____

**Personal tutor:** _____

# Contents

- **Introduction**

- **Teaching Culture! Flyer**

- **Course Schedule**

- **My Learner Contract**

- **My CD**

- **My Learner Diary**

- **My Course Materials**

- **Presentation of my Work**

- **Documentation of my Sample Lessons**

- **Conference Reader "Cultures and Contexts"**

- **My Teaching Culture Contact List**

# Introduction

## Welcome!

... and thank you for choosing our Teaching Culture! training course to raise your cultural awareness and develop your teaching skills. You will find that the course is a friendly and supportive learning community with a strong emphasis on sharing learning experiences and developing new teaching ideas. We hope that you will find this atmosphere both enjoyable and stimulating.

## Document your progress!

This portfolio is meant to help you make the most of this "blended learning" experience (online and face-to-face learning). The sections in your portfolio collection should demonstrate your active involvement in the online learning experience as well as your reflection about your progress. We hope that this portfolio will help you identify opportunities for integrating intercultural communication into your regular classes.

## Assess yourself!

Towards the end of each of the three modules there will be a formal meeting with your personal tutor. Your portfolio should be the main topic for discussion at this meeting but your tutor will also take up your personal progress. It is crucial that you see the portfolio as a personal record of your learning and take as much responsibility for its successful completion as possible.

## Be proactive!

Don't wait for your tutor to suggest what pieces you should collect for your portfolio. Be willing to show particularly significant items from your portfolio to your tutor without waiting for the formal meetings.

## Make the portfolio your own!

This portfolio should help you to establish your strengths, evaluate your accomplishments during the course and set new goals for improving your intercultural competence and didactic skills. It is yours to fill with life.

If you have any further questions, feel free to contact us.

Your Teaching Culture! Team

Education and Culture
**Socrates**

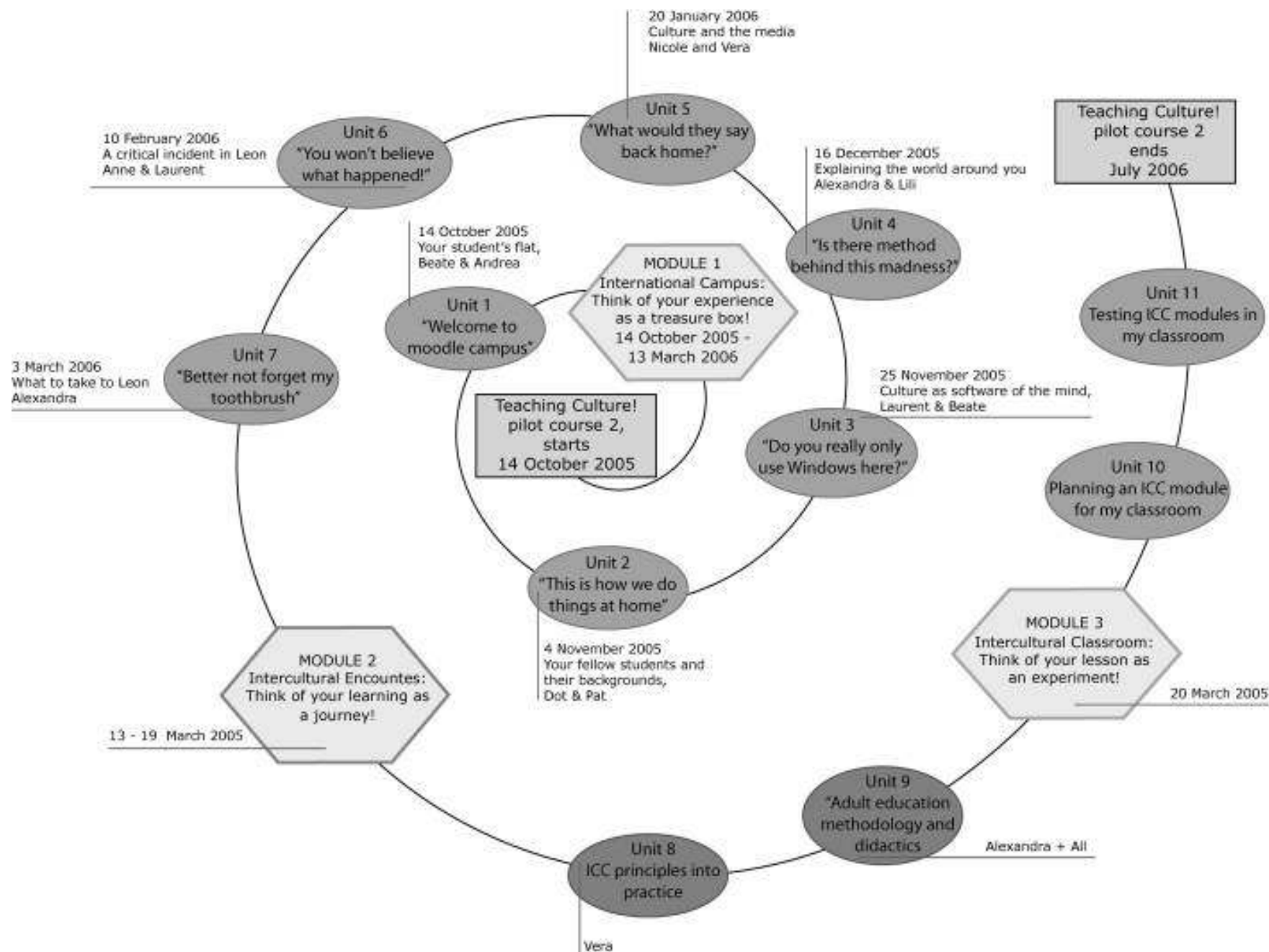# TC Flyer

**Dear participant,**

Please find enclosed the official Flyer of the Teaching Culture! project. If you need more copies in order to advertise the course or to show your institution what your course is about to your institution, please contact us and we will send you more copies.

Your Teaching Culture! Team

# Course Schedule

20 January 2006
Culture and the media
Nicole and Vera

**Unit 5**
"What would they say back home?"

10 February 2006
A critical incident in Leon
Anne & Laurent

**Unit 6**
"You won't believe what happened!"

16 December 2005
Explaining the world around you
Alexandra & Lili

Teaching Culture!
pilot course 2
ends
July 2006

**Unit 4**
"Is there method behind this madness?"

14 October 2005
Your student's flat,
Beate & Andrea

MODULE 1
International Campus:
Think of your experience
as a treasure box!
14 October 2005 –
13 March 2006

**Unit 11**
Testing ICC modules in my classroom

**Unit 1**
"Welcome to moodle campus"

3 March 2006
What to take to Leon
Alexandra

**Unit 7**
"Better not forget my toothbrush"

Teaching Culture!
pilot course 2,
starts
14 October 2005

25 November 2005
Culture as software of the mind,
Laurent & Beate

**Unit 3**
"Do you really only use Windows here?"

**Unit 10**
Planning an ICC module for my classroom

**Unit 2**
"This is how we do things at home"

4 November 2005
Your fellow students and
their backgrounds,
Dot & Pat

MODULE 3
Intercultural Classroom:
Think of your lesson as
an experiment!

20 March 2005

MODULE 2
Intercultural Encountes:
Think of your learning as
a journey!

13 - 19 March 2005

**Unit 9**
"Adult education methodology and didactics

Alexandra + All

**Unit 8**
ICC principles into practice

Vera

# My Learner Contract

**I, the undersigned,** agree to participate in Pilot Course 2, Teaching Culture Project 2005-2006.

I understand that this means that I will carry out all the tasks set for participants, following the instructions given and meeting the deadlines set. I will participate actively in Module 1 and in the intensive week of face-to-face meetings (Module 2) and work together with other participants as required in Module 3. I also undertake to be an active and consistent user of the Moodle designed for the course.

I realise that other participants in the group rely on me to carry out my assignments so that they can do theirs and I will do my best not to let them down, especially by respecting deadlines.

I understand that I will meet my tutor – either face-to-face or electronically – at intervals throughout the course and will use some of our time together to discuss my portfolio.

Signature of participant  ................................................................

Tutor representing Teaching Culture Project  ......................................

**To be signed by both parties and kept in my portfolio.**

**Education and Culture**
**Socrates**

**Teaching Culture! –**
**Approaches to Intercultural Understanding**
**Pilot Course 2**

# My CD

**Dear participant,**

This CD-Rom offers a wide range of interesting material and can help you gain an overview of the Teaching Culture! project.

To start this application, you need only put this CD into your DVD/CD-Slot. It will start automatically. Just wait a few seconds...

If the CD-Rom does not start automatically then this may be because your auto run option is disabled. Right click on 'Start', select 'Explorer' and double click the CD icon for a list of the files contained on the CD.  Find the file "start.exe" and double-click it to run the CD manually. That's it.

If you have any questions feel free to contact us by using the contact data below or the contact section on the CD.

Schenk@inter-research.de

**Enjoy working with the CD!**

Your Teaching Culture! Team

# My Learner Diary

**Dear participant,**

### What is a learner diary?
**A learner diary is the place where you record your learning experiences.** Your diary is for your personal use. It will provide you and your tutor with an insight into your learning.

### What should I put into my learner diary?
It should include anything you regard as relevant to your learning.
We strongly encourage you to consider it as an integral part of your learning. You should aim to add things to it at least every three weeks.

### What will happen with my learner diary?
It will not be "graded" but, if regularly maintained, your diary may count as part of the overall assessment.

### Why should I use a learner diary?
We would like to stress how important a learner diary can be as an aid to self-expression and critical reflection. It is also a record of learning activities: what you did, when, where and with whom, how much time you spent, etc. However, its true value is as a learning tool.

### How do I use my learner diary?
The purpose of your learner diary is to encourage you to make your learning personal by thinking about and articulating your thoughts. These are examples of questions that you can choose to think about in your diary: What was new, easy and/or difficult? What did I like/what did I not like, and why? What did I learn today and how will I apply that learning in practice? etc.

Learner diaries serve to stimulate critical thinking. The golden rule is: Use your diary on a regular basis. Experiment with different styles, writing for yourself, a tutor, a newspaper, the www. You can write in English, in your mother tongue, in both languages, use graphics, hand drawings, lists, cut and paste. Make it as individual and as creative as you like.

Your Teaching Culture! Team

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# My Course Materials

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**Socrates**

# Presentation of my Work

**Dear participant,**

In this section, you can collect and present samples of your work. You can include anything you find particularly interesting or worth documenting: Creative homework, a documentation of lessons you teach, photos etc. Choose things you feel you would like to show to other people and include them in this section.

Your Teaching Culture! Team

# Documentation of my Sample Lessons

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# Conference Reader
# "Cultures and Contexts"

# My Teaching Culture Contact List

| Name | Institution | Country | Email |
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Portfolio by Antje Laacks, Fernando Reyero Noya and Dr. Laurent Borgmann

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