

INTERNATIONAL WEEK 2017

ABSTRACTS

Lydia Dambekalns

University of Wyoming, USA

A Brief Introduction to Contemporary Native American Art

Mo 27/3, 13.15, P49

Thu 30/3, 11.30, P49 (repeated)

I will show Powerpoint images of traditional Native American art as the background for current contemporary examples to explain how native work has evolved. Much of the contemporary work now is political in nature. My concentration will be on the work of Native Americans living here in the Northern Plains area of Wyoming, Montana and the Dakotas. After the lecture I will spend some time in audience discussion and answering questions.

Jane Ekstam

Østfold University College, Halden, Norway

Reading Practices among Students

Tue 28/3, 12.45, P42

My paper addresses reading practices among students with reference to the five reading phases identified by Judith Langer (University at Albany, U.S.A.): **understanding** (the reader is in the world of the text); **connecting** (the reader moves in and out of the world of the text); **overview** (the reader has acquired an overview and starts to identify with the text); **creative** (the reader leaves the world of the imagination and uses his/her knowledge in new contexts); and **orientation** (the reader is both outside the world of the text and immerses him-/herself in it).

The phases are not linear and do not always follow in succession. They represent different ways of thinking about the same thing but from different angles. In the first phase we form initial impressions; in the second, we add depth to these impressions; in the third, we gain insight from our impressions; in the fourth we give rein to our creativity; and in the fifth phase, we reflect on what our impressions mean, how they function and why they function as they do. To make maximum use of the phases it is necessary that the reader a) reflect on what phase he/she is in and b) learn to move in and out of the text in order to rethink his/her knowledge and experience in the light of recently acquired information.

Tia Frahm

University of Wyoming, USA

Wyoming Writing Project: Reimagining Writing Professional Development

Mo 27/3, 11.30, P49

The Wyoming Writing Project is a local site of the National Writing Project, an organization committed to the development of teachers as leaders and change agents through writing. Teachers are invited to participate in an intensive, three-week professional development opportunity to develop an inquiry project based on a burning question about writing instruction in their classroom, practice the craft of writing, and present writing professional development to classroom teachers across the state of Wyoming. This form of professional development is unique and reimagined in the sense that teacher participants set the direction of the learning based on their inquiry topics.

Nela Králová

Montessori school – ZŠ Gajdošova Brno, Czech Republic

Montessori Education

Mo 27/3, 9.45, P49

I have been working in a Montessori environment for the past three years, working with the students aged 11-19 years (Duhovka Montessori High School, Prague) and children aged 6 – 15 years (Montessori škola Gajdošova, Brno). The workshop will cover both theory (what is Montessori pedagogy, how it is different from other schools and how different the role of students and teachers might be) and practice (using Montessori materials, week/month plans, assessment, rules, projects etc.).

Barbara Loranc-Paszyk,

University of Bielsko-Biała, Poland

Models of online intercultural exchange in secondary and tertiary education

Thu 30/3, 9.45, P42

In the talk I intend to focus on affordances and constraints of telecollaborative projects or online intercultural exchanges. In telecollaboration, learners in different geographical locations use on-line communication tools (such as e-mail, videoconferencing, social networks, etc.) in order to engage in collaborative project work, debate and intercultural exchange with each other. As demonstrated by a growing body of empirical research, cross-cultural telecollaboration can be conducive to foreign language and culture learning by allowing learners new opportunities for linguistic contact that involves partners from different cultures. Telecollaborative environments also trigger the development of digital skills that encompass not only multimodal mode of communication, but also netiquette and cyberpragmatics. Bearing in mind the theoretical rationale for telecollaboration, several examples of projects and online exchanges will be discussed to provide a comprehensive overview of the online intercultural exchange models.

Ulrike Stamm

Humboldt-Universität, Berlin, Germany

**Architecture, Poetry and Memory: Some examples of their interplay:
The Berlin Wall and the Palace of the Republic**

Tue 28/3, 13.15, P49

In my paper I will analyse some poems on buildings in Berlin asking how literature is able to explore the symbolic dimension of architecture which I understand, following Bourdieu, as a reproduction of cultural values through the organization of space. I will inquire how poetry investigates the effect the Berlin wall had on the subjects living with it and how poetry can function as a memory of this dimension. I will also present a short film made after a poem by Gerhard Falkner in memory of the demolition of the Palace of the Republic but also reflecting the fall of walls and power generally.

Renáta Tomášková

University of Ostrava, Czech Republic

**“And this is the view from outside my window. Thanks for stopping by!”:
Experiencing British and U.S. universities through student blogs**

Tue 28/3, 11.30, P49

Striving to construct a picture of the multifarious character of university life, university websites represent a complex multimodal ensemble pursuing the communicative goal through interplay of verbal and non-verbal modes and employment of a range of genres. The less traditional genres embedded in university websites include a blog, still a relatively novel but already highly diversified web genre. The study focuses on student blogs introducing prospective undergraduates to the academic environment of a particular university, including the culture-specific features of the institution, country, region, place. As British and U.S. universities are highly international and multicultural, the blogs do not only present the prospective host culture but often reflect its interaction with the home cultures of their student authors. The paper aims to reveal the ways university intercultural experience is conveyed through blog posts and text-image interplay and its role in the message sent.

FAME

Masaryk University, Brno, Czech Republic

Fun with American Music for Everyone

We 29/3, 13.15, P49

We will sing songs in English, demonstrating how songs can be used in the English language classroom.