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| This project has been funded with support from the European Commission.This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. |

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## Life Through The Lenses – English teaching with extras

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| **GENERAL DATA** |
| **TITLE OF THE GOOD PRACTICE \*** | Life Through The Lenses – English teaching with extras |
| **NAME OF CREATOR \*** | Eniko Berecki |
| **POSITION AND TASK OF THE AUTHOR \*** | Secondary school teachers |
| **FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE** | [www.missioncamera.blogspot.com](http://iothu.sharedby.co/eca2d8b5750bc009/?web=21e222&dst=http%3A//www.missioncamera.blogspot.com/) |
| **EDUCATIONAL LEVEL: SE/HE/AE \*** | SE |
| **COUNTRY/ LANGUAGE \*** | Hungarian |
| **KEYWORDS (tags) \*** | Project-based learning, languages, photography, collaborative learning, creativity, digital literacy |
| **DATE (TIME/DURATION)** | 20 hours over a course of 2 months |
| **DESCRIPTION** |
| **SHORT INTRODUCTION \*** | This practice was created by a secondary school teachers using collaborative tools and project-based learning methodology. It is a 20-hour English-language project, which focuses on media, including the press photography. The project aims at the development of English language skills in addition to improving the digital literacy of students, expand historical knowledge, creativity and social sensitivity learning. |
| **TARGET GROUPS \*** | lecturers, qualification teams, awarding bodies, learning technologists, library and student support staff and learning and teaching specialists - but may also be of interest to teachers (or teachers to be) in secondary schools |
| **TYPICAL AGE RANGE**  | 14-19 |
| **SHORT DESCRIPTION OF THE CHALLENGE FACED** | Development of generic skills (communication, collaboration, e-skills, self-regulation, creativity) embedded in English language learning with solving real-life problems. |
| **TYPICAL LEARNING TIME** | 20 hours |
| **AIM** | Enhancement of digital skills, language learning, empowerment of social skills, development of historical knowledge, creativity development, enhancement of social sensitivity  |
| **DESCRIPTION OF THE SOLUTION/S DEVELOPED OR ADOPTED \*** | In the introductory part, the students explored the concept of media images, different products were tested in English, with special attention on press photos. Participants work out together the concept of image - text relationship. In the second part of the project was built on 10 famous press photos. The students discussed their intuitive reactions and feelings when seeing each of the famous images. Then came the Internet research, which charted in the photos according to the historical events depicted in the background and the subjects of the photos.The third part, explored the work and life of Robert Capa, the famous Hungarian press photographers and combined a visit to the Ludwig Museum exhibition on Capa. Pupils had to draft and conduct fictional television interviews with Robert Capa, which were then loaded to Youtube.In the last part of the project, the students themselves have become ‘press photographers’. Different teams were formed according to themes: culture, religion , politics , environment, city life , sports, people. The teams documented the daily life of Budapest (their city), Their photos , their experiences, their statements recorded their work on a blog, and discussed each other’s entries. At the end of the project the students organised a photos exhibition choosing from their own selection the best press photos at their school. They voted for the the best student photographer from among themselves as a celebration of their work.. |
| **Copyright** | no |
| **DIFFICULTY** | **easy** |

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| Transferable | X | Adaptability | X |
| Innovative | X | Acceptability |  |
| Impact | X | Actual | X |
| Sustainability |  | Effectiveness | X |
| Availability | X | Creativity | X |
| Accessibility | X | Collaborative | x |