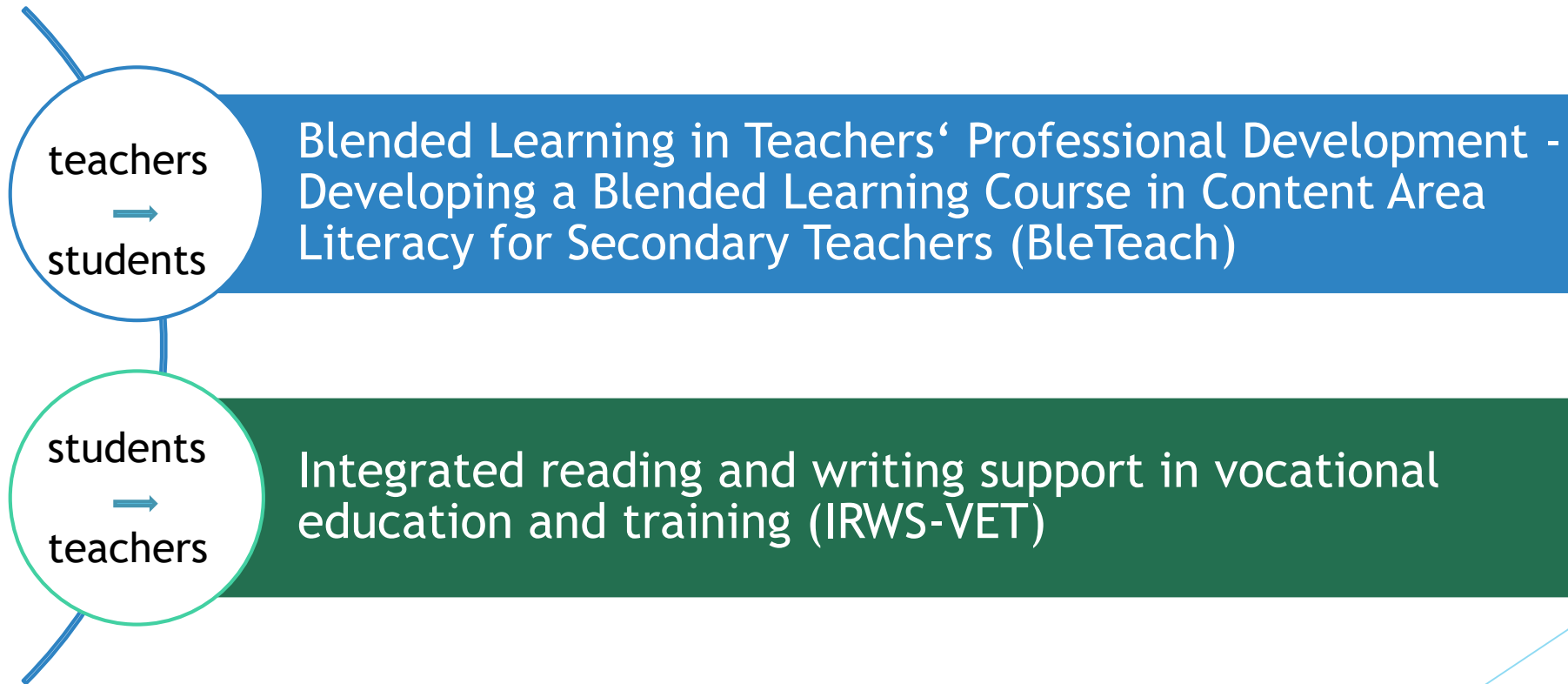


# Literacy Projects

Romanian RWCT Association

Ariana-Stanca Văcărețu

# Focus- content area literacy/ disciplinary literacy



# BleTeach project

## Erasmus + KA2 (VG-SPS-NW-15-30-013892)

University of Cologne  
(DE)

Asociatia LSDGC  
Romania (RO)

Kecskemeti Foiskola  
(HU)

Pädagogisches  
Landesinstitut  
Rheinland-Pfalz (DE)

UNIVERSITE DE LIEGE  
(BE)

HAUTE ECOLE DE LA  
VILLE DE LIEGE (BE)

UNIVERSIDADE DO  
MINHO (PT)

Herzen Pedagogical  
State University  
Saint Petersburg and  
Russian Reading  
Association, Moscow

# BleTeach project

## Phase 1

National reports - GPs & concepts in blended learning - teachers' CPD

Pool of concepts and course materials about CAL Training for Secondary Teachers

## Phase 2

Handbook of success factors in blended learning offers for teachers' in-service training

Concept and preparation of materials for CAL Course

## Phase 3

Blended Learning Course in CAL for Secondary Teachers and Teacher Trainers

Concept for implementation of CAL course, including certification and accreditation requirements

# Our Findings - by now

## National report - GPs & concepts in blended learning - teachers' CPD

- ▶ time allocation should be considered carefully, but deadlines should be handled firmly;
- ▶ ensure that there is a moderated forum / chatroom - participants' interaction
- ▶ whether in the online or in the face-to-face component, allow the participants to share their practices in as authentic a context as possible
- ▶ ensure prompt technical support;
- ▶ invest time in the beginning of the course to make sure that participants can use the platform;
- ▶ develop a user-friendly interface, which is not cluttered, and which allows easy orientation;
- ▶ have trainers provide ample, specific constructive feedback - repetition of the task
- ▶ introduce hard-to-grasp, highly unfamiliar concepts in face-to-face meetings for easy of prompt clarification
- ▶ conduct face-to-face final evaluation for clear communication/ observation of learning outcomes.

## Pool of concepts and course materials about CAL Training for Secondary Teachers

### Overview - Concepts and Course Materials about Content Area Literacy Training for Secondary Teachers in Romanian language

Concept	Existing training material (in RO language)	Published resources (in RO language)	Source of the published resource
action research process/ project	CTAL training materials		
Bloom's taxonomy	CTAL training materials	Book: Math Lessons for Critical Thinking	Văcărețu, A-S. (2008). Math Lessons for Critical Thinking. Publishing House Eikon Educațional Cluj-Napoca
content area literacy/ disciplinary area literacy	BaCuLit training materials	Article: Developing content area literacy skills – a must (by Maria Kovacs)	Consilierul de lectură/ Reading Counsellor – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - Year I, no. 2, 2015
		Article: Reading: Reciprocal effects of hands-on science and minds-on reading (by Victoria Gillis)	Perspective – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - No. 1 (24)/ 2012
		Book: Lessons for promoting critical thinking	Kovacs, M. et all. (2007). Lessons for promoting critical thinking. Printing House Studium Cluj-Napoca
		Book: Math Lessons for Critical Thinking	Văcărețu, A-S. (2008). Math Lessons for Critical Thinking. Publishing House Eikon Educațional Cluj-Napoca
		Video - Solutions for the low literacy performance of students	Vocile Iașului (30 March 2016) - <a href="http://www.arlromania.ro/2016/04/04/vocile-iasului-30-martie-2016-solutii-pentru-analfabetismul-funcțional/">http://www.arlromania.ro/2016/04/04/vocile-iasului-30-martie-2016-solutii-pentru-analfabetismul-funcțional/</a>
content area reading inventory	BaCuLit training materials	Article: First steps to literacy (by Anca Petriuc)	Consilierul de lectură/ Reading Counsellor – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - Year I, no. 4, 2015

# IRWS-VET project

## Erasmus + KA2 (VG-SPS-RP-15-36-013584)



# IRWS-VET project

Framework “Integrated reading and writing support in vocational education”

Needs analysis instruments & evaluation instruments

Guidelines for teachers - support for creating classroom material

Scenario based reading and writing class room materials

Workshop for teachers “Integrated reading and writing support in vocational education”

Handbook “Integrated reading and writing support in vocational education” for teachers

# Framework “Integrated reading and writing support in vocational education”

- ▶ **Integrated support** - the reading and writing support will be done while teaching vocational content.
- ▶ **Sustainable support** - to support students’ in a way that they will be able to apply for example strategies independent even after a period of time.
- ▶ **Scenario** - the lesson (educational content and reading & writing tasks) will be planed as a scenario.

**Role of the student:** *You are an electrician’s apprentice working for Mr Pop’s small business.*

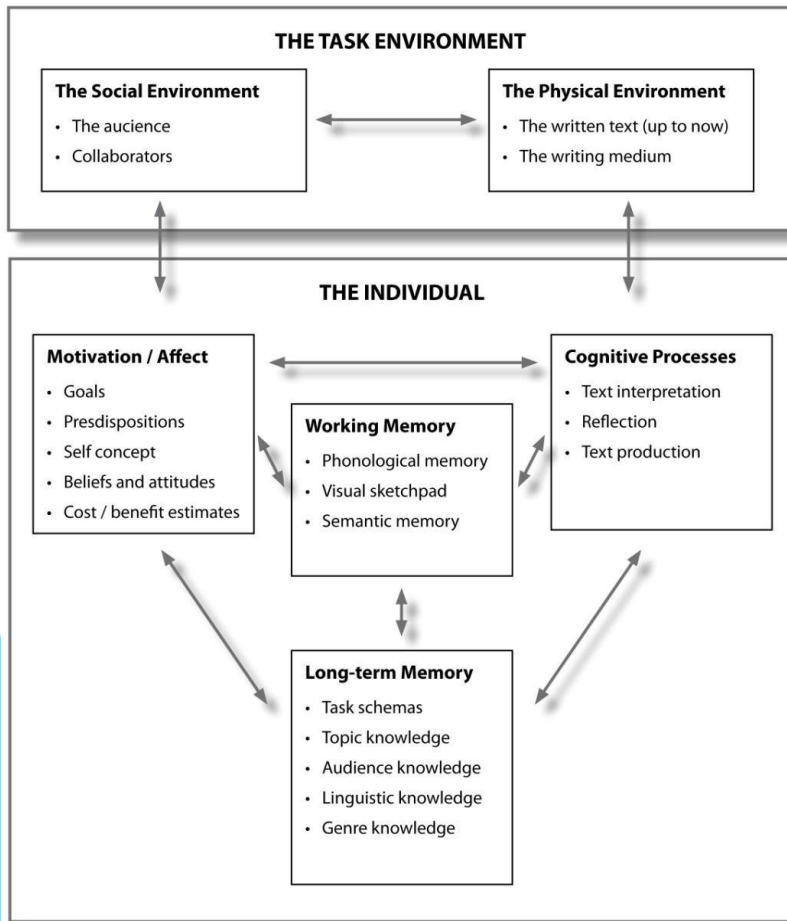
**Situation:** *Mr Taylor was contracted to provide the electrical rewiring of a house. He prepared the blueprint of the new wiring system. He asked you to inventory how many sockets and switches need to be purchased of each kind. He gave you a catalogue from a local supplier selling various electrical fittings. He also gave you an email he had written to another client listing feasible options for various fittings and recommending certain types over others.*

**What is the task of the student:** *Read the diagram and make a list of the number and type of sockets and switches needed. Then scan the catalogue and extract the relevant information about technical specifications, designs and prices. Finally, draft an email to the client using the model provided explaining the options and your recommendations for the kinds of sockets and switches to be purchases, as well as the itemised and overall cost of these fittings.*

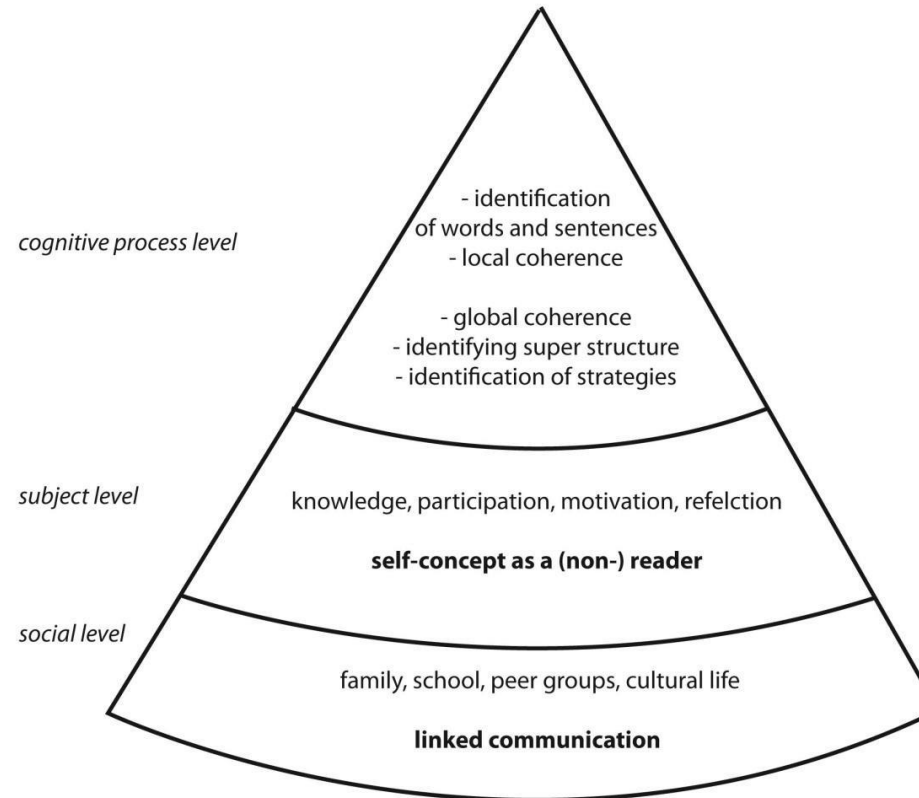


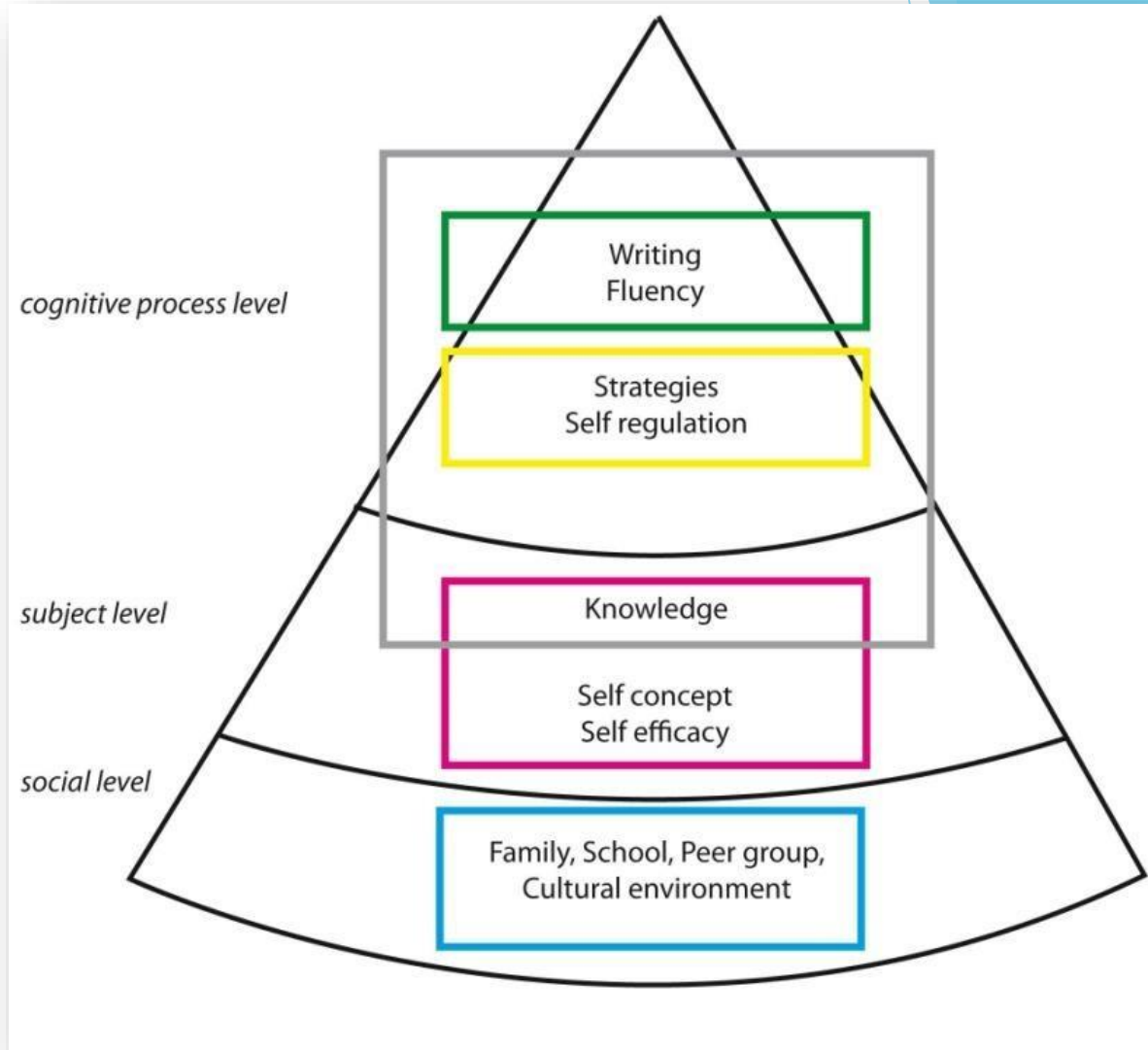
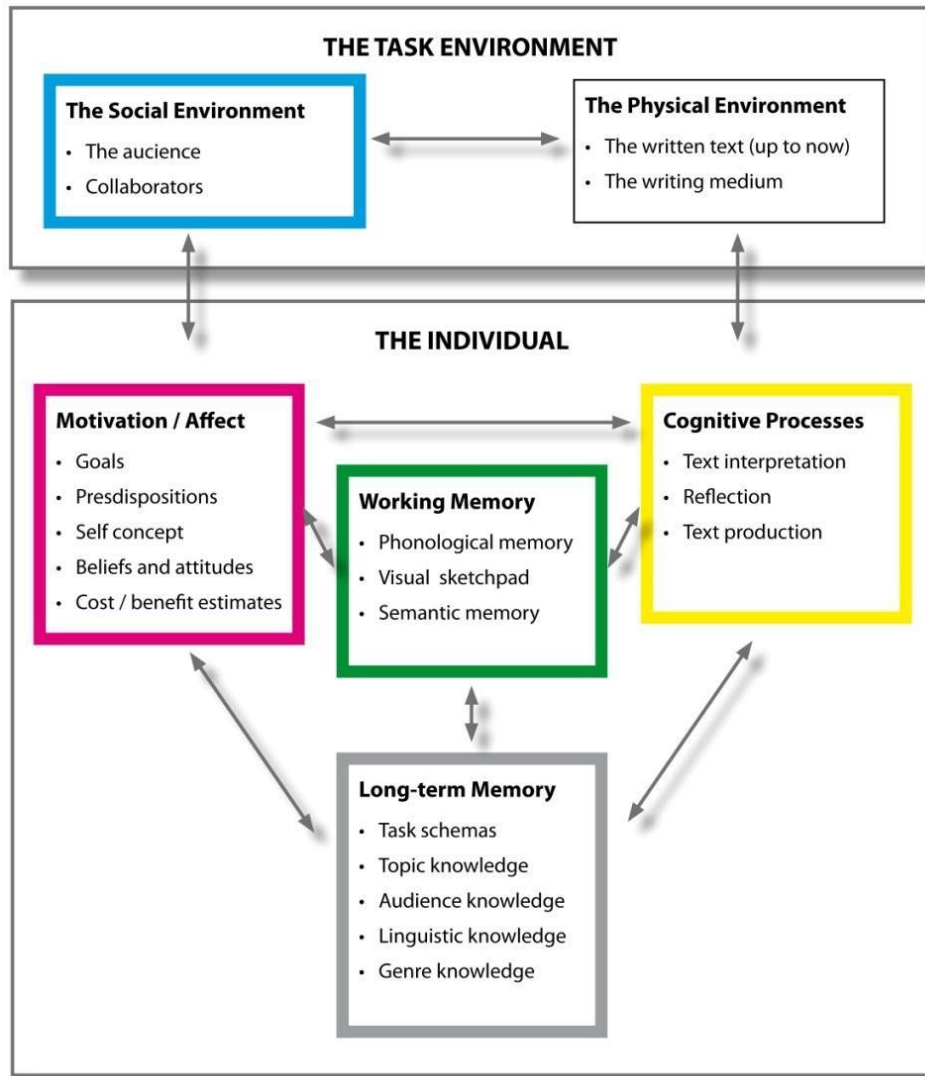
# Writing and reading models and interaction

## Hayes & Flower Writing Model 1996

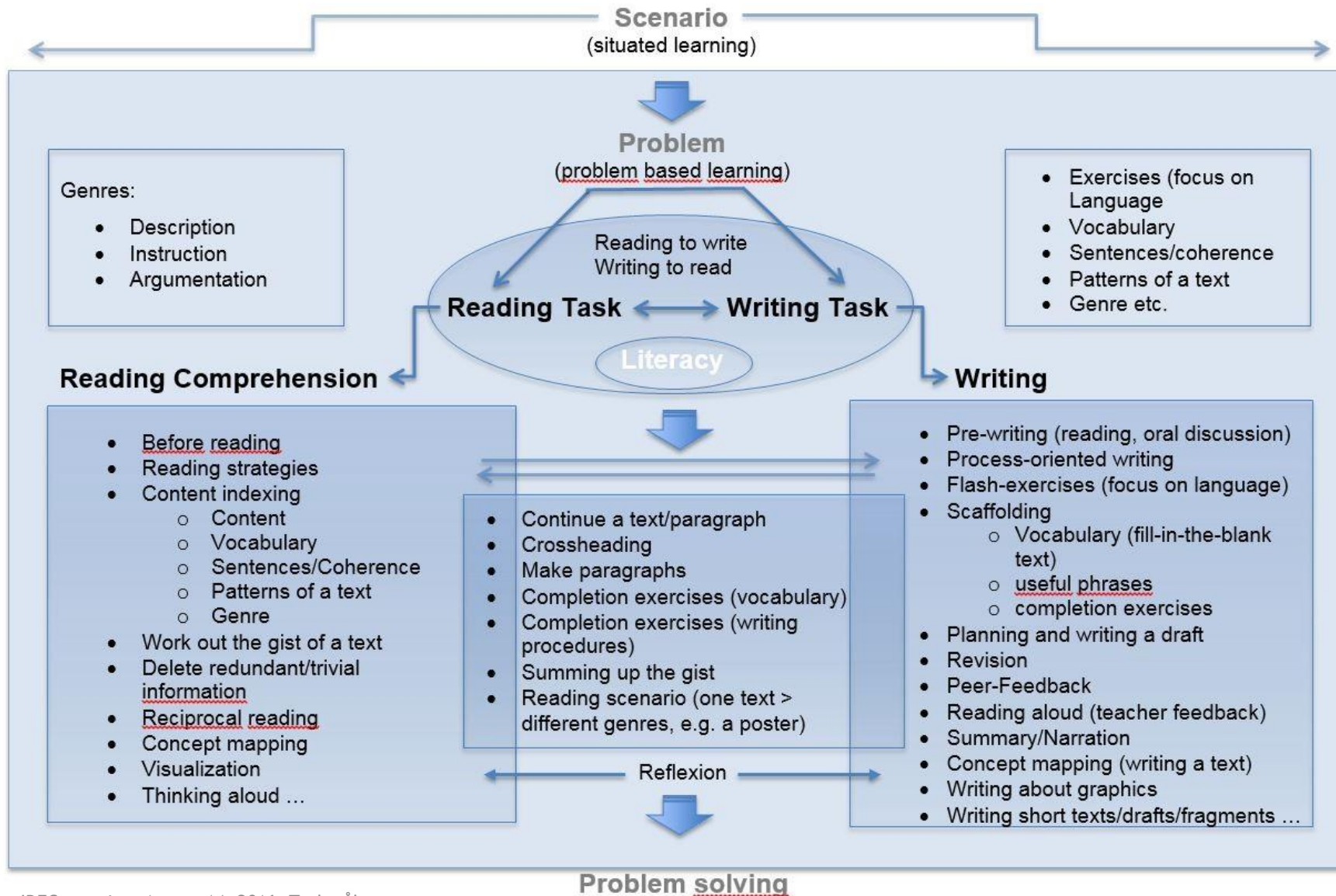


## Rosebrock & Nix Multi-Level Model





# Integrated Reading and Writing Framework



Thank you!  
We'll update you with future developments of  
our projects 😊

