Espacios Increíbles

Langs 31st May
University of Dundee
Project Outline

- Professional learning partnership
- Resources developed
- How can schools become involved next year?
Professional Learning Partnership

- 5 schools across 3 challenge authorities
- Two curricular areas; Languages and Design and Technology
- Two university departments; Architecture and Spanish
- SCILT
Partner Schools

- Will build sustainable links with other schools participating in the projects
- Will have the opportunity to take part in inter-authority moderation of learners’ work
- Will support the national priority of closing the attainment gap through wider achievement in their own school context
Learners

- Will develop their communication and collaboration skills
- Will have an enhanced understanding of the opportunities that exist in further education to build upon the language skills they have developed in school
- Will produce a project whose level will be measured using the national benchmarks for both languages and technologies
The Challenge

You are going to work in teams to

• Find out more information about the country you have chosen as a group: Bolivia or Chile
• Plan and design an ‘Espacio Increíble’ based on your investigations
• Write a presentation in Spanish about your ‘Espacio Increíble’
• Finally present your space in Spanish to your class
The Moderation Cycle

Moderation develops a shared understanding of standards and expectations. Moderation is ongoing before, during and after the planning of learning, teaching and assessment.

1. Reporting highlights progress and next steps in learning.
2. Learners are at the heart of every stage of the cycle.
3. Plan learning, teaching and assessment using the Es and Os to meet learners' needs.
4. Feedback is linked to success criteria and next steps are identified.
5. Regularly use standards within the Es and Os and Benchmarks to evaluate and monitor learners' progress.
6. A wide range of appropriate evidence is gathered which demonstrates breadth, challenge and application.
7. Learning, teaching and assessment reflect an appropriate balance between ongoing and periodic assessment.
8. Learning Intentions reflect standards within the Es and Os. Success Criteria are clear, relevant and measurable.

Education Scotland
Foghlan Alba
Resources

• Project booklet
• Lessons
• Reading and listening
• Postcards from Bolivia and Chile
• Writing exemplar
• Exemplar of an ‘Espacio Increíble’
I enjoyed this project because it offers a mix of Spanish and Graphics. It helps develop teamwork skills and decision making.

I liked using lots of different skills and I enjoyed working in a group to complete the design.

I have enjoyed the project because it has developed my creative as well as teamwork skills. This experience has made me reflect upon my subject choice and reconsider my options of picking National 5 Spanish, Higher Spanish etc. for next year.

I enjoyed this project because it was good to try something we don’t normally do. It was challenging but working as a group helped a lot. The project also helped us learn about why it would be a good idea to speak different languages in the future.
What would I change?

• I think we didn’t get enough time to gather information on the area where our *Espacio Increíble* was located so perhaps we could have been given more time.

• Things that could improve would be longer time to do the project.

• Next time we could have more time for the design part of the project.
Final Event

Presenting projects at the university