

# LOVE.DIST@NCE

Improving Access and Quality of Inclusive Higher Education  
One Student at a Time

## PROPOSAL FOR E/B-LEARNING ACTIVITIES UNDER LOVE.DIST@NCE PROJECT

EXAMPLE: PORTUGUESE LANGUAGE AND CULTURE

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Notes: Proposal based on the work of Peres, P., & Pimenta, P. (2009). MIPO Model: A Framework to Help the Integration of Web Technologies at the Higher Education. In T. T. Kidd & J. Keengwe (Eds.), IGI Global. Retrieved from <http://www.igi-global.com/chapter/mipo-model-framework-help-integration/36861>

The information related to course contents and objectives provided in this example was retrieved from similar courses offered by Universidade Católica Portuguesa and Faculdade de Letras da Universidade do Porto

The information provided here as taken in consideration the principles of the [LOVE.DIST@NCE](#) project and should be seen as an example for further e/blearning initiatives.

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## INTRODUCTION

|                    |                                 |
|--------------------|---------------------------------|
| Name of the Course | Portuguese Language and Culture |
| Year               | 2020/2021                       |
| Duration           | 30 hours                        |
| Calendar           | 14.09 to 16.10.2020             |
| Schedule           | Twice a week; fully online      |
| Number of students | 30                              |

## DESCRIPTION OF THE COURSE

|                    |  |
|--------------------|--|
| General Objectives | <ul style="list-style-type: none"><li>To discover Portugal and its culture</li><li>To promote the Portuguese language learning</li><li>Develop basic skills in the use of Portuguese - verbal and written.</li></ul> |
| Modules            | <ol style="list-style-type: none"><li>Introduction to Portuguese Language and Culture:</li><li>Portuguese as a Foreign Language</li></ol>  |

## E-CONTENTS

- Video presentations (LOOM, Genially, PPT...)
- Podcasts (Audacity, Spotify, Apple Podcasts...)
- Games (check **online games available... integrate games in Moodle**)
- ...

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## PRE-REQUISITES

No specific academic training is required of candidates. No specific academic training is required of candidates. In the absence of a document or other means of verification, the Portuguese language proficiency of candidates will be determined through a placement test.

## TARGET POPULATION AND CULTURAL CONSIDERATIONS (CHECK TOOLKIT FOR MORE IDEAS!)

The minimum age for attending the course is 16 years. No specific academic training is required of candidates. Applicable for refugees, migrant workers etc

*If you already know the background of your students, make sure to write down the specifics and get alternatives for each. The following example may be useful*

Need to assess prior/during to class:

### Nationality and mother tongue

- African students from Portuguese speaking countries? Make connections with local dialects and creole.
- Brazilian students? Adjust program to focus on grammar, conversation, and social rules
- Spanish, Italian, French or Romanian Students? Find correlations and similarities between the Latin languages during the course. Assess if social rules apply in the same way. Make the necessary notes when grammar rules are different

### Students from different faiths our neighbouring countries?

- Assess if there are historically bad/good relations between faiths and/or nations?
- Will they be able to work in groups with the entire class?
- Will it be better to divide the class in pre-determined groups?
- Are there personal restrictions to speak in public or to speak in front of men/women?
- Will there be a problem in being taught by men/women?
- Do they follow different calendars or religious holidays? Will this affect the schedule?
- Is it necessary to adjust the conversation etiquette depending on the student background?

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When performing activities focus on their experience/ desire/necessity to travel to Portugal. Focus on their previous experiences in their countries, promote the sharing of experiences so that everyone can talk and hear about the different countries of origin.

When unable to speak in Portuguese will they be able to communicate in another language that I understand?

- Provide subtitles for the videos!

Relationship between their country/faith and Portugal

- Current diplomatic relations?
- Historical relations may harm or benefit the learning process? Should they be addressed in class?

Location

- Will they attend from Portugal? Or from a different timezone?

## SUPPORT TECHNOLOGIES

Broadband Internet connection; computer with speakers, microphone and camera; operating system and browser compatible with the ZOOM application and the Moodle platform.

## SPECIFIC OUTCOMES

I -Introduction to Portuguese Language and Culture:

- To promote the portuguese creoles and idiomatic expressions learning
- To develop in the students attitudes of active observer
- To interact with the environment in a conscious and lucid way
- To consider new ideas and concepts
- To take an active role that enables the creation of an environment of teaching/learning more engaging and effective

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## II - Portuguese as a Foreign Language:

- Develop of speaking, listening, reading and writing skills; acquire, expand and use new vocabulary, grammatical structures and language functions.
- Use language skills, so that they are able to express their ideas and opinions about situations in a simple, clear and coherent way.
- Create communicative situations in order to use Portuguese in professional and every day contexts.

*Alternative: show the objectives as a table and according to Bloom taxonomy:*

|             | Bloom Level | Module 1 | Module 2 |
|-------------|-------------|----------|----------|
| Objective 1 | 1           | X        |          |
| Objective 2 | 2           | X        | X        |

## ASSESSMENT

The final grade is expressed in whole numbers on a scale of 0-20. The final grade corresponds to the weighted arithmetic mean of the results obtained in the classes of the course, according to the number of their credits. There will formative quizzes with QUIZZIZ.

## PROGRAM

### I - Introduction to Portuguese Language and Culture:

- Introduction to Portugal and its culture and language
- Portugal history and geography

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- Portugal material and immaterial culture
- Portuguese protocol, etiquette and courtesy language
- Portugal seen from abroad

## II - Portuguese as a Foreign Language:

- Greetings and salutations
- Giving personal information
- Distinguishing between formal and informal language
- Talking about work and routines
- Describing people and things
- Inviting, accepting and declining
- Asking and giving direction
- Expressing tastes and preferences
- Talking about different situations and experiences in the past
- Talking about leisure activities
- Simulation of daily experiences
- Acquisition of knowledge about the Portuguese culture

## ACTIVITIES (IN THIS CASE WE DID NOT MAKE AN EXHAUSTIVE LIST!)

*When planning the activities, take in consideration the Target Population and Cultural Context*

|                                      | Module 1 | Module 2 |
|--------------------------------------|----------|----------|
| Video Screening/Podcast and Quizzes  | X        | X        |
| Timelines                            | X        |          |
| Map Game                             | X        |          |
| Simulation for verbal communication  |          | X        |
| Simulation for written communication |          | X        |

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## TASKS (JUST SOME EXAMPLES)

|                  |   |
|------------------|---|
| Title            | Video Screening/Podcast and Quizzes   |
| Description      | The student will see a video presentation made by the teacher / YouTube video / podcast and will answer a short quiz during/after the activity.   |
| E-tools          | YouTube Videos / Podcasts / Presentations   |
| Expected Results | The student will answer correctly to the quizzes.<br>Feedback is provided immediately if it is programmed in the quiz<br>Feedback should also be done asynchronously to accompany the student progress. |

|                  |   |
|------------------|---|
| Title            | Timelines   |
| Description      | The student will produce a timeline relating to a period of Portuguese History.<br>Images might be used from image bank   |
| E-tools          | RTW Timeline /Sutori Timeline / etc   |
| Expected Results | The student will make the timeline and share with the teacher.<br>Feedback should also be done asynchronously to accompany the student progress.<br>Students can assess each <b>other's</b> timelines |

|                  |   |
|------------------|---|
| Title            | Game Maps   |
| Description      | The student plays a game regarding Portugal's districts                                     |
| E-tools          | <a href="https://online.seterra.com/en/vgp/3090">https://online.seterra.com/en/vgp/3090</a> |
| Expected Results | Formative assessment<br>Students may share the results on the forum                         |

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|                         |   |
|-------------------------|---|
| <b>Title</b>            | Simulation with Verbal Communication  |
| <b>Description</b>      | Students will pair up and record a simulated conversation related to a topic provided by the teacher. The topic may be formal or informal.                                  |
| <b>E-tools</b>          | 123apps / Zoom / Loom   |
| <b>Expected Results</b> | The students will be able to reproduce a simulation of verbal communications and record it.<br><br>Presentation of the video and comment by the teacher to be made in class |

|                         |   |
|-------------------------|---|
| <b>Title</b>            | Simulation with Written Communication   |
| <b>Description</b>      | Students will write formal requests for a Portuguese Administrative Authority   |
| <b>E-tools</b>          | Word Processor  |
| <b>Expected Results</b> | The students will be able to write a formal request<br><br>Students share their doubts in the forum<br><br>This will become a reading exercise as well since the students should be able to read their text in class. |

