

SOCCKER Project: Good Practice Template			
Title/Name of example	Face Value	Language	Spanish/English
1. Description:			Scale : 0-5
<i>a) What are the aims and objectives of your example? ---</i>			
To combat social exclusion			1
To prevent social exclusion			2
To promote social inclusion			4
To help integration and assimilation			5
To develop skills, competence and knowledge			5
To meet a political agenda/target/objective			2
To enhance and broaden the curriculum			5
Other: (Please state)			
<i>b) Describe how your example meet these aims and objectives</i>			
<p><input type="checkbox"/> <input type="checkbox"/> Face Value seeks to establish a pedagogical process, through an emotion based approach, for the purpose of teaching and transmit cross-cultural values. This process pursues a more active adolescent involvement in citizenship. At the same time, the students will also learn specific skills related to the creation of a digital format cultural project.</p> <p>The aim is to create through this project a methodology that is</p> <ul style="list-style-type: none"> * Innovative * Adapted to the necessities of the users and their environment * Impulses individual and collective work * Seeks a coherent use of ICT <p>So as to obtain the following objectives:</p> <ul style="list-style-type: none"> * Showcase the wealth of cultural diversity * Establish emotions as a universal system of communication 			
<i>c) Describe the teaching and learning methods that are used</i>			
<p>The basic methodology is to use emotion as a teaching system and transform the attitudes of children and adolescents in relation to other cultures in order to foment cross-cultural dynamics. This is done connecting an artistic procedure with creating empathy process. That way, the intercultural value is not taught in a conceptual, linguistic manner, but in a live manner, changing attitudes thanks to the emotional implications generated by establishing empathy connections between the participants.</p> <p>Emotions are expressed through facial expressions, hence the name "Face Value". These facial expressions are organised in an artistic project, designed by the teenagers themselves since they are in charge of the whole process right up to the final creation. The main reason for choosing an artistic project is that it makes it easier to establish a dynamic that naturally involves emotions; however, many of the</p>			

methodological ideas to be described may be applied to other educational project types, such as tourism visits to cities, sporting events and so on. As an example, one can see in the appendix information concerning the Znanie (Bulgaria) project, which applied the methodology to an English class.

The artistic quality of the final result is, of course, the least important. What counts is the creation of certain dynamics, involving pedagogy based on emotions and collective project building.

Type:

Didactic Material e.g. game, video, CD ROM X

Evidence method e.g. portfolio, e-portfolio, exam, test

Curricula material e.g. Syllabus, Scheme of work, Lesson plans X

Certification e.g. in-house certificate, regional or nationally recognised qualification

Measuring Tool e.g. questionnaire, survey, assessment method, criteria

Project e.g. Course or programme of study, group or individual activity, thematic project X

2. Who are the Beneficiaries?

a) Direct target groups	b) Indirect target groups
Disadvantaged and disaffected people aged 16-24 <input checked="" type="checkbox"/>	Teachers and trainers <input checked="" type="checkbox"/>
Long term unemployed adults <input type="checkbox"/>	Local communities <input checked="" type="checkbox"/>
Ethnic groups <input checked="" type="checkbox"/>	Wider communities <input type="checkbox"/>
Migrants and immigrants <input checked="" type="checkbox"/>	Political parties <input type="checkbox"/>
People living in socially and economically deprived areas <input type="checkbox"/>	Other (Please state).....
Other (Please state).....

c) Describe the characteristics of the beneficiaries and how their needs will be met by your example of good practice.

The project is addressed to teenagers living in a multicultural context, usually in a disadvantaged neighbourhood, interested in learning some abilities towards developing a cultural project and at the same time to understand a little bit more intercultural attitudes.

3. What are the links to Citizenship Curriculum?

Does your example:

	Scale 0-5
<ul style="list-style-type: none"> Develop social and interpersonal skills 	5
<ul style="list-style-type: none"> Develop citizenship skills 	4
<ul style="list-style-type: none"> Develop knowledge of society and its structures 	1
<ul style="list-style-type: none"> Provide opportunities to learn moral attitudes and ethics 	5
<ul style="list-style-type: none"> Provide opportunities for demonstrating active citizenship 	3
<ul style="list-style-type: none"> Include Personal Development 	5

<ul style="list-style-type: none"> Develop knowledge about political structures, democracy etc. 	0
<ul style="list-style-type: none"> Provide opportunities for empowerment 	3
<ul style="list-style-type: none"> Include European or global issues 	2
4. How can Citizenship be evidenced? E-Portfolio <input checked="" type="checkbox"/> Portfolio <input type="checkbox"/>	
a) Planning Action Plans Minutes of meetings Other (Please state)	Tick ✓ X
b) Doing Photographs Film Testimonials Observation reports Personal statements Demonstrations Role-Play Debates Other (Please state)	X X X X X X X X
c) Reviewing Reflective diary Discussions Other (Please state)	X
d) Evaluating Self assessment reports Essays Reports Other (Please state)	X X
5. How can Citizenship be measured? By means of analysing how intercultural and cooperative attitudes have changed we have a good indicator on how key aspects of citizenship, mainly, those related to interacting with people with other cultures have been assimilated within the internal values of the citizen	
6. How can Citizenship be recognised? Accreditation of Prior Learning (APL) <input type="checkbox"/> Accreditation of Prior Experience (APE) <input type="checkbox"/> End of Course Certificate <input checked="" type="checkbox"/> Locally recognised qualification <input checked="" type="checkbox"/> Nationally Recognised Qualification <input type="checkbox"/> National Citizenship status <input type="checkbox"/>	

How would you evaluate this as Good Practice?

As a practitioner, which criteria would identify your example as “Good Practice”

- Easy to Use X
- Supports independent learning X
- Interactive for learners
- Accessible for a range of learners X
- Adaptable to different languages X
- Provides opportunity to evidence Citizenship
- Provides opportunity to evidence Social Competence X
- Identifies Criteria for Social Competence X
- Identifies Criteria for Citizenship competence
- Provides learning resources X
- Clear instructions X
- Measuring Tool for Skills
- Recognises achievement
- Adaptable to different cultures X
- Provides teaching resources X

What tools have you used to assess this as Good Practice?

- | | |
|---|---|
| Student feedback X | Interviews X |
| Surveys and questionnaires <input type="checkbox"/> | Community feedback <input type="checkbox"/> |
| Teachers feedback X | Employer feedback <input type="checkbox"/> |
| Reports X | Data analysis <input type="checkbox"/> |

Availability of Example:

Website: www.facevalue.ws
Email: criera@transit.es
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Telephone Number: (34)93 319 47 50
Contact Name: Cristina Riera

Would you recommend this example?

Yes X No

Your NAME: David Casacuberta

Organisation: ITD (www.e-itd.com)