**REPORT ON ERASMUS PLUS COURSE IN BERLIN**

 The main reason for which I applied for **Erasmus project,** action **Ka1** is both the need to acquire vocational competence that could be used in everyday teaching of English and to have the opportunity to be confronted with foreign teachers coming from different parts of Europe. In this respect, the course turned out to be extremely interesting, as it allowed me to reflect on the use of technology in the classroom and, above all, acquire a certain competence in the production and use of videos, by utilising online tools, as well. It is not a case that the title of the course is "Video production to support Language Learning".

 The course was a sort of “workshop”, where lessons, after a quick input from the coordinator, **Armin Hottmann**, were “hands-on”: learning by doing, that is “on field, in progress”. The creation of stories with photos and videos took most of our time.

 We often worked outdoor to take photos and to videotape. The material was then put together to create a photo story or a visual story (with the programme *Video Maker*), displayed on the interactive whiteboard and then briefly debated with the course teacher and the other members of the team. Of course, we needed a camera and a video camera to take photos and videotape. The videos were made in groups of two or three teachers, who later shared them with the group, motivating their choices, the aim they wanted to achieve and having a feedback from the others. The activities were carried out in a friendly and warm atmosphere and we were matched up with different partners. Of the teachers who took part in the course, two of them came from Finland, two from France, and one from Greece. The course leaders were three:

1. *Armin Hottmann*, background in professional TV production, MA in Media Education (University of London), coordinated video education projects since 1991 and EU projects since 1999. Has taught at the Faculty of Education, Humboldt University Berlin. Founder and Head of the Kulturring Media Education Department since 1996. Currently he is setting up a media school in Addis / Ethiopia.
2. *Felix Hawran,* BA in Media, Literary and Cultural Studies, European project manager since 2010; has led several video education workshops across Europe and realized media projects in secondary schools; also working as a language teacher in Berlin.
3. *Marco Jessat,* vocational training in Media Production, specialized in filmmaking and video editing; established film as a regular subject in a Berlin primary school where he currently also offers an internet course for kids.

 The experience has been interesting and at the end of the course, I have new perspectives in teaching English. The use of videos in the classroom is highly motivating and challenging for the students, as they show much greater interest when they are encouraged to listen to audio file and watch videos. My next objective will be to provide tablets or computers and software for at least one of my classroom for the production of videos by the students. The videos should aim at producing a story line in English where the protagonists are the students.

 For the Biennio I was thinking of a production of videos where the students may act meaningful sketches about everyday life with a funny or surprising ending, as to attract attention and create suspense.

 For the Triennio my idea is to produce a video of well-known passages of famous literary works: create a tapescript and then perform them, including soundtrack and music. Of course, it is desirable that everything may be done in the classroom and that the students may be provided with the technology needed , that is tablets, computers, interactive whiteboards, cameras, video cameras. As an alternative, the students, if the technological tools were not available in the classroom, could work at home, on specific assigned tasks and the final result would be evaluated by the teacher or by a board of teachers, as well, who could be involved in the carrying out of the task.

Caserta, 10 March 2016 Teacher Domenico Melone