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Unit or project responsible for creating the innovation: Funding for Education Innovation projects from the Universidad de Salamanca.
Theme: <ul style="list-style-type: none"> - Innovative student centered approach to teaching - Internationalisation and intercultural aspects of the curriculum
Title: Escritiva – Creative writing in Portuguese classes
Summary of the good practice: Through different student centered activities (reading, translation, literary creation, participation in radio programs, review, meeting and discussion with writers, literary routes in Portugal, participation in different creative writing contests* etc.) we aimed to expand and diversify the intercultural contact areas of students of Portuguese as a foreign or second language, both inside and outside the classroom, collaborating in the promotion and nourishment of the micronarrative blog 77 palavras (77 words). This blog was coordinated by the writer and expert on creative writing, Margarida Fonseca Santos. *CONCURSO UNIVERSITARIO DE CREACIÓN DE MICRORRELATOS – USAL *CONCURSO DE RELATO BREVE: “CUÉNTAME UN CUENTO” – CEB – USAL * CONCURSO LITERÁRIO DO CLP/CAMÕES EM LUBLIN
Context of the good practice: The good practice has been active since 2015/2016, and the innovation is used by all 11 degree programs that exist in the Faculty of Philology of the Universidad de Salamanca, by those students who study Portuguese as a foreign or second language (aprox.300), and also by those o study PLE/PSL at the Lucia de Medrano Secondary School, the Universidad de Santiago de Compostela, the Universität Leipzig (Germany) and the Universidade de Tiradentes (Brazil).
Rationale: This good practice was planned after realizing: • Student’s lack of motivation to participate in writing activities. • Student’s low performances in writing activities. • No contact at all with Portuguese Literature and culture apart from what students could get from the classes. • Lack of creative resources: Imagination and intuition were not valued neither used by students in general and for some of them creativity was a “cursed” word.
Alignment with program and module learning outcomes: As has been pointed out, this practice aligns with all 11-degree programs that exist in the Faculty of Philology of the Universidad de Salamanca, as part of the academic offer of Portuguese as a second language.
Resources (time and persons): <ul style="list-style-type: none"> • 12 professors and lecturers from the area of Portuguese Philology from the Universidad de Salamanca 7 More collaborators from Lucía de Medrano Secondary school (Salamanca) – Universidad de Santiago de Compostela, Universität Leipzig – Instituto Camões, Universidade de Tiradentes (Brazil). • 3 invited guests related to different areas of creative writing.
What were the main enabling factors (conditions) in creating and implementing the innovation? The economic support of the University allowed us to invite several times to the Universidad de Salamanca and Lucia de Medrano Secondary School, Margarida Fonseca Santos, writer and expert in creative writing in Portugal, as well as Jorge Costa Lopes, expert in Vergilio Ferreira’s Literature. Without the support of the University we wouldn’t have been able to take students to Portugal, which was a way of creating a new learning space and an amazing opportunity for them to know and understand the creative process in Vergílio Ferreira’s novels. The interest, motivation, engagement and creativity of all the participants (students and professors, lecturers, collaborators and invited guests): it allowed us to have enough results (texts) to be able to publish the first book on creative writing for students of Portuguese as a Foreign/ Second Language with the publishing house LIDEL. The straight collaboration with Margarida Fonseca Santos, tirelessly and generously supporting students and motivating them to keep creating their own stories.

What were the main challenges in creating or implementing the innovation?

- Timing and school calendars: differences between Spanish universities, German and Brazilian ones.
- Importance given to creativity by the students and by the main theoretical documents guidelines.
- Number of hours assigned to Portuguese as a Foreign Language/Portuguese Second Language subjects in different universities/school centers.
- Assessment systems and criteria within the different universities/school centers.

What have been the main methods of dissemination so far?

- Blog: <http://77palavras.blogspot.com/p/desafios-escritiva.html> which is recommended by the Portuguese Ministry of Education in its National Plan for Reading Promotion <http://www.planonacionaldeleitura.gov.pt/>
- Book that will soon be published by LIDEL (Currently, the LIDEL Group is one of the largest Portuguese references in technical edition and in Portuguese language teaching in terms of diversity of products, product quality, thematic contents and innovation, presenting in catalog more than 900 works in Portuguese) http://issuu.com/lidel/docs/cat_logo_ple_2017-2?e=4804698/50389925 (page 56/96)
- Radio SIM <http://radiosim.sapo.pt/Detailhe.aspx?fid=1374&did=45930&FolderID=1271>
- Radio Miúdos : <http://www.radiomiudos.pt/>
- Workshops for Teachers and lecturers of Portuguese as a Foreign/ Second Language from the - CFIE de Salamanca (Centro de Formación de Profesores de Salamanca) and CFPI de Valladolid (Centro de Formación de Profesores de Idiomas de Valladolid), Centro de Lengua Portuguesa de Cáceres y de Vigo, Coordinación de la Enseñanza del Portugués en España – Huelva, Santiago de Compostela, Badajoz <http://epeespanha.blogspot.com/2017/05/formacao-em-santiago-de-compostela.html> <http://cprcaceres.juntaextremadura.net/joomla15/nuevas-asesorias-curso-2016-17/plurilingueismo/3435-x-jornadas-de-atualizacao-docente-de-portugues>
<http://epeespanha.blogspot.com/2016/11/i-jornadas-de-formacao-docente-na.html>
<http://epeespanha.blogspot.com/2016/10/jornadas-de-atualizacao-docente.html>
- Participation in conferences such as : I Congreso Internacional "Las otras lecturas en el siglo XXI" <https://otraslecturasxxi.blogspot.com/2017/10/proyecto-escritiva-escritura-creativa.html#comment-form>

With which groups or organizations has the innovation been shared so far?

Lucía de Medrano Secondary School, Universidad de Santiago de Compostela, Universität Leipzig, Universidade de Tiradentes (Brazil), Teachers and lecturers of Portuguese as a Foreign Language/ Portuguese as a Second Language from different teacher training centers such as CFIE de Salamanca, CFPI de Valladolid or Portuguese language centers in Cáceres and Vigo, Huelva, Santiago de Compostela and Badajoz. Students From: Escuela Oficial de Idiomas de Salamanca and Escuela Oficial de Idiomas de Navalmoral de la Mata (Extremadura).

Mainstreaming: What are the possibilities for extending and/or mainstreaming this innovation?

The expansion of this project depends on the continuity of the University funding.

Sustainability: Please comment on the sustainability of the innovation, including elements which need to be put in place to make this sustainable.

Continuity of University funding would be needed in order to create a permanent seminar on creative writing and to expand the activities that have been taking place until now.

Evaluation: How have the success and impact of the innovation been evaluated? Is there an established way of continuous evaluation?

Every year, students have to answer a similar questionnaire:

<https://docs.google.com/forms/d/1cP85XDg6Bjbl7e1Tgr1e4t4HP24VcNFw6sAr4gb5UCg/edit#responses>

Throughout the project, we conclude that the students have:

- improved their ability to systematically perform tasks, demonstrating a growing commitment to the established deadlines;
- improved their competence to write different texts in Portuguese, as well as to translate texts from / into Portuguese;
- developed the capacity and taste for innovation, in terms of formulating non-conventional issues and formulating alternatives and creative proposals;
- acquired a perception of the social value of the skills acquired throughout the training and learned how to apply the acquired knowledge to other contexts related to their life experiences, whether personal or professional;

• demonstrated an increasing motivation to participate in various activities related to Portuguese language and culture, whether they were academic or not, like for instance the literary route on Vergilio Ferreira's life and book "Para Sempre".

Contributor's reflections: Briefly reflect on your innovation from your own perspective including its strengths and limitations/challenges of implementation/potential implication for wider practice.

This project has been an excellent tool for intellectual development and personal knowledge, providing spaces for reflective thinking among all participating students and teachers. It allowed students to develop written and oral expression in Portuguese in a more relaxed and playful way, while experiencing a process of life-long learning that includes attention to emotions. It is undeniable that it has facilitated the acquisition of a wider vocabulary, a better understanding of complex syntactic structures and the ability to create micronarratives, in addition to working on suitability, cohesion or coherence. This Escritiva Project also fostered the organization and the elaboration of ideas on a specific topic using imagination and creativity as well as motivating the production, correction and autonomous review of the texts that were uploaded to the blog 77palavras.com, raising the levels of satisfaction and self-esteem of the students. Finally, it must be said that the project has promoted the acquisition and / or reinforcement of cooperative work dynamics and stimulated the incorporation of digital competence and culture into their academic life. For students whose vocation is teaching, this type of project provides them with an extra dose of dynamic and creative strategies to work on linguistic, cultural and literary issues in their native language and / or foreign language classes.

Does your unit or other units of your university have any plan to further develop this innovation? If yes, please briefly describe the plan.

We have been considering extending this activity to our teacher training Master's programme so that it can become a regular practice for secondary school teachers nationwide.

If available, please provide a link to complete the description of the initiative.

All the creative writing challenges created for this project are available here:
<http://77palavras.blogspot.com/p/desafios-escritiva.html>
<http://77palavras.blogspot.com/2015/10/quem-somos.html> Video explaining how the project was created and has grown <https://otraslecturasxxi.blogspot.com/2017/10/proyecto-escritiva-escritura-creativa.html#comment-form>