

So far about 30% of my mobility activity has been carried out. The 100 days of the project mobility are divided into two phases:

- the first one from 23rd January to 31st March and the report on it has been on this website for months;
- the second one from 27th July to 27th August.

The second phase started with the analysis of the material, provided by Miniemeninsituut teacher Tine Binnemans about the difficulties that pupils have in understanding a text and the strategies applied by the Mniemeninstituut to solve this problem.

After that attention was drawn on the students' mobility preparation:

- together with the coordinator of the project, Dirk Staf, I prepared and adapted the self-evaluation and language portfolio with reference to the CEFRL . The portfolio will be used by Ymke Decat (Miniemeninstituut pupil) during her mobility in Italy;
- information about the Europass and especially about the Mobility Pass;
- communication with the students' host families
- language preparation of the students going on a long-term mobility.

As regards the language preparation the students and I made use of a pedagogical model in which the typical lecture and homework elements of a course are reversed: the flipped classroom method. Short lectures, selected from an online repository, were viewed by the students at home before the class session, while in-class time was devoted to exercises and discussions.

The value of a flipped class lies in the repurposing of class-time into a workshop where students can inquire about lecture content, test their skills in applying knowledge, and interact with one another in hands-on activities. During class sessions, instructors function as coaches or advisors, encouraging students in individual inquiries and collaborative efforts.

In a traditional lesson, students often try to capture what is being said at the instant the speaker says it. They cannot stop to reflect upon what is being said, and they may miss significant points because they are trying to transcribe the instructor's words. By contrast, the use of video and other prerecorded media puts lectures under the control of the students: they can watch, rewind, and fast-forward as needed. This ability may be of particular value to students with accessibility concerns, especially where captions are provided for those with hearing impairments.

Ymke Decat, the Belgian student, embraced and appreciated this model immediately and the positive results could be seen from the very beginning. At the end of the language preparation Ymke did a language level test and contrary to the expectations she reached A2 level in such short time. Not bad! Congratulations, Ymke.