

LITERATURE AND ICT IN LIFELONG LEARNING: "A POEM FOR EVERY DAY" – A PROJECT BY THE TRAINEES OF KALAMATA SECOND CHANCE SCHOOL

Evangelia Kylintirea, Kalamata Second Chance School, ekylintirea@sch.gr

Georgia Gallou, Kalamata Second Chance School, geofos@sch.gr

Panagiotis Andrianopoulos, Kalamata Second Chance School, panosandrian@yahoo.gr

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Abstract:

The teaching of Literature poses singularities, both in the cognitive and in the instructive aspect of the educational process which both trainers and trainees have to address. ICT can be used to help change the usually pedantic and static approach of Literature in schools and transform the student/trainee from a passive recipient to a creative interlocutor with the texts.

This paper illustrates the manner in which ICT is used by a team of adult trainees to develop a literature project. Their main objective is to produce weekly booklets, each containing seven poems, one for each day of every week of the program. The trainees create a poetry calendar, both in paper and in electronic form. Their final aim is the creation of a hypertext, which will allow a creative approach of the selected poems. The program's main purpose is to bring the adult trainees in close contact with Greek poetry, to invite them to approach the poems as works of art and appreciate them aesthetically, to encourage them to create their own, multimodal texts. Method Project is followed throughout, with the trainees actively involved in every step of the project's realization and the trainers assuming an advisory and encouraging capacity.

The use of ICT has proven pivotal to the project's progress. The trainees took advantage of the Web Browser and used the computer to record their ideas, to compose texts of literary criticism and communicate their work. More importantly, they used the computer creatively, by creating visual and multimodal texts, as well as multimedia. Finally, they created hypertexts, becoming co-authors, breaking the traditional poetic forms and incorporating in them images, text, sound, movement, video. With ICT facilitating communication, the school's blog became a tool of contact of the trainees with the wider community. Finally, the use of ICT has helped the trainees to develop their skills of cooperation and team work and to gain in self-confidence.

Approaching literature in a non-academic manner and putting the trainee in the forefront of the educational process have proven essential for the creation of a creative and cheerful environment for all members of the educational process. The use of ICT has been the key in facilitating the reception of poetry. By using ICT creatively and critically the trainees managed to attain reflective learning. And that is the project's main success.

Presenter:

Dr. Evangelia Kylintirea, MA, PhD (Classics)
Trainer at Kalamata Second Chance School,
170 Athinon St, 24100 Kalamata

ekylintirea@sch.gr, 00306976835786, 00302721081123