

NOMINATION OF PARTICIPANTS / *NOMINATION DE PARTICIPANTS*

Country / *Pays* : Portugal

Workshop / *atelier no 4/2011*

22-24 March / mars 2011

1.

First names / <i>prénoms</i> : Maria Margarida	Surname / <i>nom</i> : Morgado
Form of address / <i>titre</i> : <input checked="" type="checkbox"/> Ms / <i>Mme</i> <input type="checkbox"/> Mr / <i>M.</i>	
Institution – work place / <i>institution – lieu de travail</i> : Instituto Politécnico de Castelo Branco – Escola Superior de Educação	
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2. Preferred working language / *Langue de travail préférée*: English
Your CEFR level (see the global scale) / *Votre niveau CECR (à voir l'échelle globale)*: C2

Command of other workshop language / *maîtrise de l'autre langue de l'atelier French*
CEFR level (see the global scale) / *Votre niveau CECR (à voir l'échelle globale)*: B1

3. Professional background / *Parcours professionnel*: Teacher trainer for primary and lower secondary school for those specializing in English since 1990; Coordinating professor in English Cultural Studies since 1995; Director of the Language and Culture Centre since 2005 and researcher in education, children's fiction, language education and intercultural education.

4. Experiences and expertise (please highlight the ones which are required in the participants' profile of the event) / *Expertise et expérience (veuillez souligner celles requises dans le profil des participants à l'événement)*

I have been involved in teacher training for primary and lower secondary school for specialist subject English for over twenty years and I have run courses and workshops for teachers and student teachers in both initial teacher training and continuing in-service education schemes. I am

presently co-coordinator of a Master programme for Teachers of English and French at primary and lower secondary schools and I am involved in a European TEMPUS project that is preparing course materials for in-service and initial teacher training modules for English teachers.

I am very interested in developing materials for learning English at primary and lower secondary levels. I have coordinated a European project on language learning, intercultural education and visual literacy entitled VISUALISING EUROPE from 2005 to 2008 and I have been a partner in several other European projects concerned with teacher training and teaching/learning languages (*EDM Reporter*; *BARFIE*; *European Picture Book Collection (EPBC)* – *European School Education Training Course (ESET)*; *Education, Fiction and Cultural Identity*).

I regularly organise workshops for in-service teachers on children's fiction and language learning and highlight intercultural education as evidenced by my recent publications (books or book chapters) in English:

2002 (co-author) *Intercultural Matters. Fiction and Cultural Identity*. Escola Superior de Educação. Castelo Branco.

2004. co-author. *Growing together in Europe. A guide for delivering effective COMENIUS in service courses*. Quality in Education Centre. University of Strathclyde. Glasgow.

2005. co-author with Kay Livingston, *Creatures from the Sea: Scotland and Portugal. An Intercultural Education Anthology*. Quality in Education, University of Strathclyde,

2008. Morgado, M., Livingston, K., Ondráš, M., Tembra, J. & Blazic, M. *Visual Literacy and Intercultural European Education: European children and educators look at pictures*. Castelo Branco: IPCB.

2008. Morgado, M., Blazic, M., Livingston, K., Ondráš, M. & Tembra, J. *Visualising Europe: Pupils' Workbook 1*. Castelo Branco: IPCB.

2008. Morgado, M., Blazic, M., Livingston, K., Ondráš, M. & Tembra, J. *Visualising Europe: Pupils' Workbook 2*. Castelo Branco: IPCB.

2008. Morgado, M., Livingston, K., Ondráš, M., Tembra, J. & Blazic, M. *Visualising Europe: Teacher's Guide to Workbook 1 /workbook 2*. Castelo Branco: IPCB.

2009. Livingston, K., McCall, J. and Morgado, M. *Teacher Educators as Researchers*. In *Becoming a Teacher Educator. Theory and Practice for Teacher Educators*. Ed. A. Swennen and M. van der Klink. Springer Science + Business Media B.V. 191-204.

I am actively involved in applied research that involves language learning, new methods such as CLIL (Content and Language Integrated Learning) and language education in higher education. Some recent articles I have written in English highlight the intercultural approach to language learning in which my research is focused:

2009. Morgado, M. and Pires, N. *Reading the 'Other' Critically: An Analysis of Representations of the Moors and Arabs in Portuguese Children's Books and Its Implications for Education*. *IASK International Association for the Scientific Knowledge. Teaching and Learning 2009*. Pp. 17-26. ISBN 978-972-95806-5-7.

2009. Morgado, M. and Pires, N. *Traditional Narratives and the development of cultural identity within an intercultural education framework*, STRAND 3: INTERCULTURAL EDUCATION AND ITS RELATIONSHIP TO GLOBALIZATION, CITIZENSHIP, HUMAN RIGHTS AND SOCIAL JUSTICE ISSUES. In: Palaiologou N. (edit.). *Intercultural Education: Paideia*,

Polity, Demoi. Cd-rom Proceedings of the International Conference co-organized by the International Association for Intercultural Education (IAIE) and the Hellenic Migration Policy Institute (IMEPO), under the aegis of Unesco. ISBN: 978-960-98897-0-4 (GR) & ISBN/EAN: 978-90-814411-1-7 (NL)

2009. Morgado, M. and Ratcheva-Stratieva, L. Children's Fiction goes on line: Problems and Resistances. In: Research, Reflections and Innovations in Integrating ICT in Education. *Proceedings of the V International Conference on Multimedia and ICT in Education (m-ICT2009)*, Lisbon, Portugal, 22-24 April 2009). Ed.A. Méndez Vilas, A. Solano Martín, J. Mesa González, J.A. Mesa González. Badajoz: FORMATEX. Vol. 2. Pp. 709-714.

5. Multiplier's capacity / *capacité de démultiplication*:

As national representative nominated to the event you will be expected to act as a multiplier. The following are examples of multiplying activities. Please tick and/or add any other activities you are planning to organise.

<input type="checkbox"/>	I intend to present an account of the project / event in my place of work.
x	I intend to give a presentation of the project / event outside my place of work (professional association, conference etc.).
x	I intend to publish an article / paper about the event, the project and / or the ECML.
x	I intend to put information about the project and/or the ECML on a website.
<input type="checkbox"/>	I intend to initiate a project or join an existing one related to the theme of this ECML project.
<input type="checkbox"/>	Other:

Please indicate in which way(s) your experience from this workshop is likely to have a direct impact on the language teaching profession on a local/regional or national level:

Since the institution I work in has collaboration agreements with most of the primary and lower secondary schools we often organize events and disseminate best practice to and from the institutions in my region (Castelo Branco district). In my role as Director of the Language and Culture Centre I will have the possibility to disseminate information through its website and organize relevant activities and workshops through which to disseminate what I learnt during the workshop. As Coordinating professor and researcher I will have the opportunity to write about the experience in appropriate channels that are triggered to academics and teachers. As President of the General Assembly of ReCLes.pt (the Portuguese Association of Language Centres in Higher Education) I am in a privileged position to promote the ECML message at a national level as well.