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CZECH CURRICULAR REFORM IN THE REAR-VIEW MIRROR: THE CASE OF FOREIGN LANGUAGE LEARNING

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Abstract

The aim of the paper is to present some insights into the long-term effects of the Czech curricular reform, which was carried out at primary and lower-secondary level of educational system in the second half of the previous decade. The author combines two relevant perspectives. The first viewpoint is represented by referring to the outcomes of the author's own longitudinal empirical research, which was carried out within the years 2004-2007. The aforementioned study was focused on analysing the particular dimension of English language teachers' professional competence in relation to the proclaimed goals of the upcoming curricular reform. The second perspective intends to provide a valuable complementary picture as it is based on the analysis of "language learning stories", expressed by the current university students, i.e. the addressees of the previous curricular reform. This small-scale empirical investigation was carried out via a content analysis of the students' reflections on their prior learning experience. The arising categories of qualitative data are interpreted with regard to the main principles of the curricular reform, and discussed in terms of some potential ways of dealing with the issues of the university students' previous language learning experience.

Keywords: *English language learning, university students, teacher professional competence, curricular reform.*

BASIS OF ARCHITECTURAL SURVEY BETWEEN GEOMETRY AND REPRESENTATION. A FIRST EDUCATIVE APPROACH

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Abstract

This paper illustrates the educative path – aimed at learning the basis of architectural survey – we propose to the students in the first year, as part of the Drawing and Survey Laboratory (bachelor's degree in Architecture). The primary focus of the Laboratory is to guide them in studying and using the graphic languages and related fundamental tools. In this case, architectural survey comes as a cognitive tool of fundamental importance for the analysis and understanding of architectural artefacts. The main objective of the exercises carried out during the Laboratory is to prepare student by a gradual theoretical and technical path for the direct and indirect operations of survey. During the first semester the course includes a first operation of surveying an architectural drawing (during the exercise of critical redraw of a published project), giving birth to an ideal scalar approach to the themes of survey, both manual (direct survey) and digital (PR, SfM), which combines and develops horizontal and vertical skills. Here, we discuss the main passages of the path of survey through an emblematic case study from Torino.

Keywords: *Architectural drawing and survey, architectural education, integrated architectural survey, architectural heritage, process of knowledge.*

CREATING AUTHENTIC LEARNING AND ASSESSMENT ENVIRONMENTS

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Abstract

The aim of this study is to investigate how the concept of "authentic learning" and "authentic assessment" is formed in the discourse of education executives. Authentic learning is based on the theory of social constructivism, according to which the social nature of knowledge is emphasized and the learner builds knowledge by creating meaningful authentic activities. Authentic assessment is described as a dynamic