

PIANO
TRENTINO
TRILINGUE

8 9 10
MARZO
2018

FESTIVAL DELLE LINGUE ROVERETO

150 WORKSHOP
80 ENTI PARTECIPANTI



The CLIL Learning Zone

Into the Hearts & Minds of a
Successful CLIL Teacher

A Story



Re-shaping our Educational Environment

*The mind, once stretched
by a new idea, never
returns to its original
dimensions*

Ralph Waldo Emerson



Preparing young people
for the future

*You can analyze the past,
but you have to design
the future*

Edward de Bono

2085-2090



Forces of Change

How young people read, search for information, apply knowledge, and the paths they take to construct meaning

For digital technologies to make us freer, we have to learn how to use them. Always remembering what they can give us, but also what they take away



Looking at Students in 2018

The difficulty lies not so much with creating new ideas, but escaping from old ones

John Maynard Keynes



Impact on Learning

- Navigation & self-control
- Reward mechanisms
- Collaboration & interaction
- Interleaving (visiting ideas from different angles)
- Spacing (dialogue not monologue, chunked texts not traditional flow)



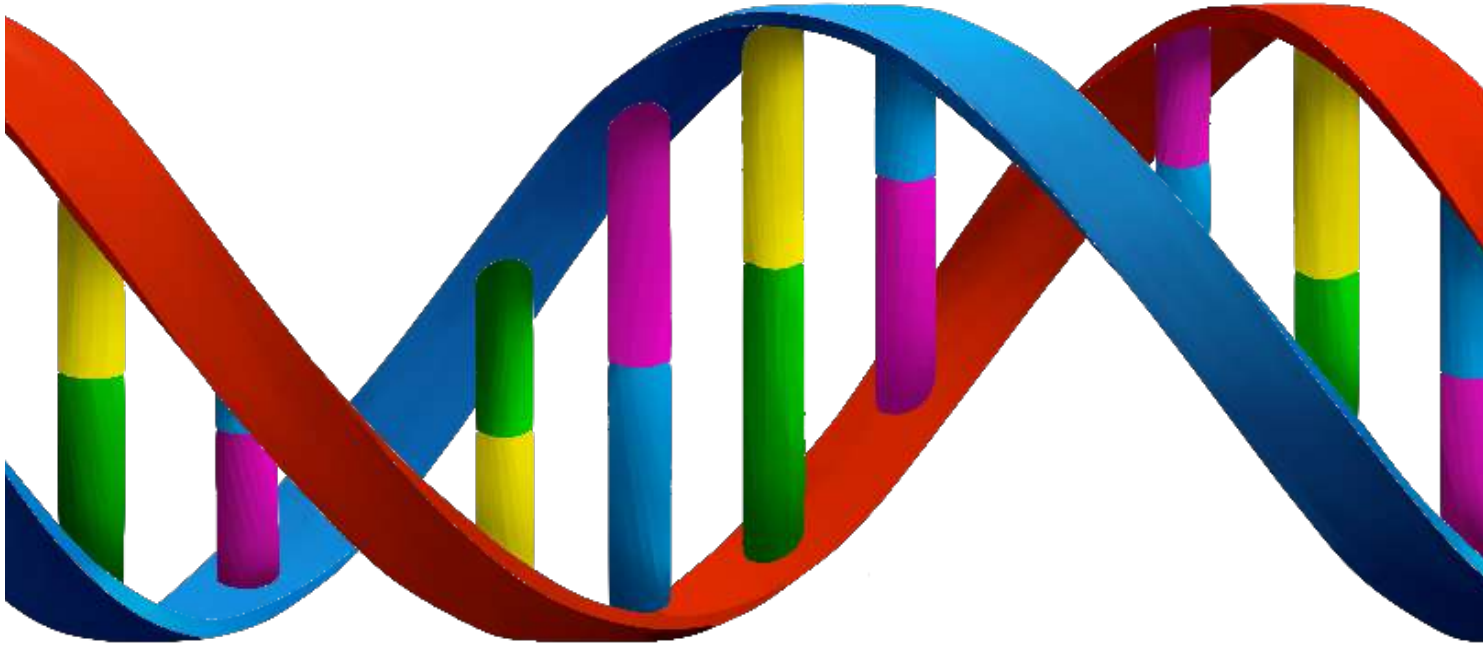
Educational Innovation Phenomenon-based Learning & CLIL

*Integration means
weaving ideas together,
not having them
packaged separately*



Phenomenon (Greek *fainómenon*
the obvious, what can be seen)

Students look at a
phenomenon from
different real-world/
academic perspectives



Mental move from abstract to
Authentic Learning

- Learn about a real-world phenomenon through different subjects, and 360° angles
- Through Physics (muscular system), Chemistry (intoxicants), Biology (nutrition), PE (exercise)



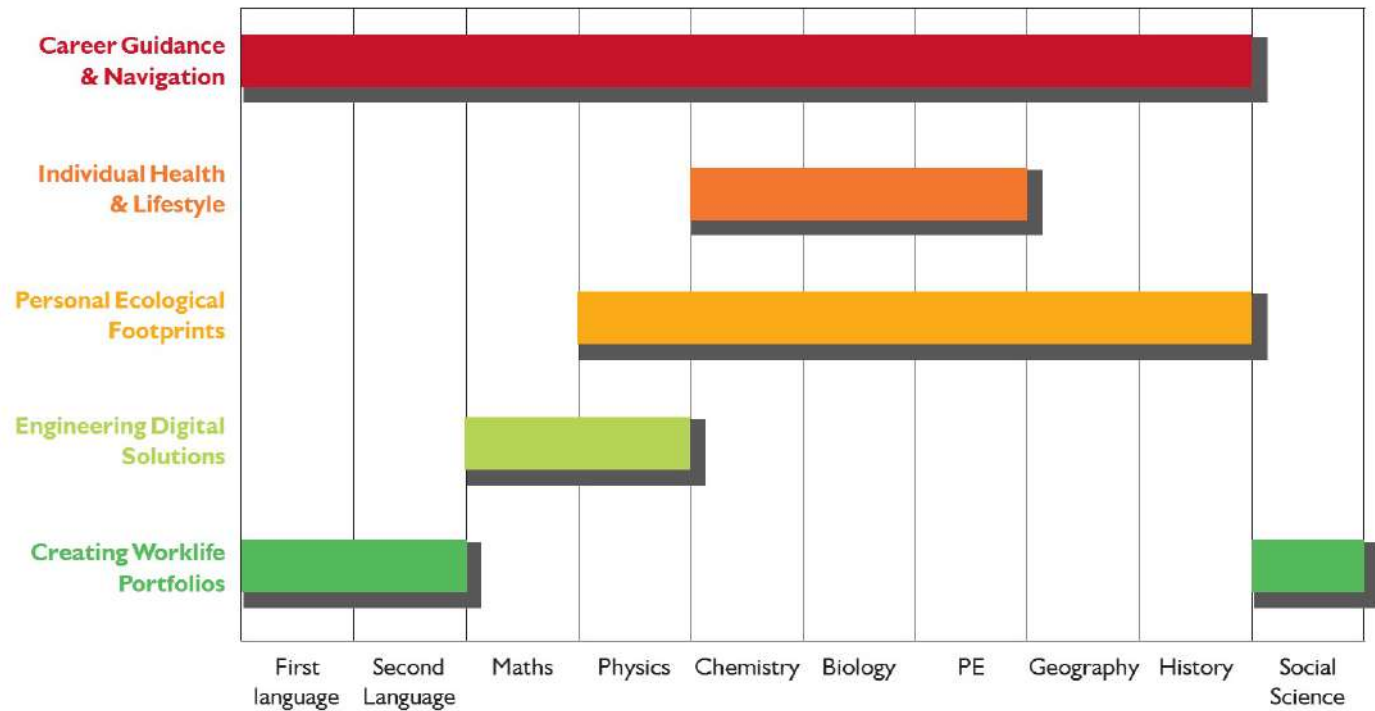
Lightning

Integration of different subjects to create a single learning experience (transversal)

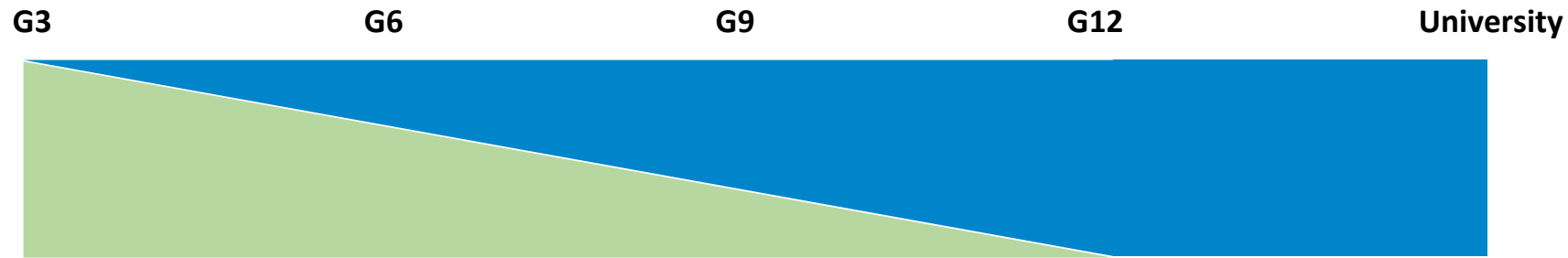
- Physics
- Music
- Biology
- Maths
- Geography
- Biology

Finland

TRANSVERSALS ACROSS THE CURRICULUM



Blue Focus on Content
Green Focus on Language Rules



Finland





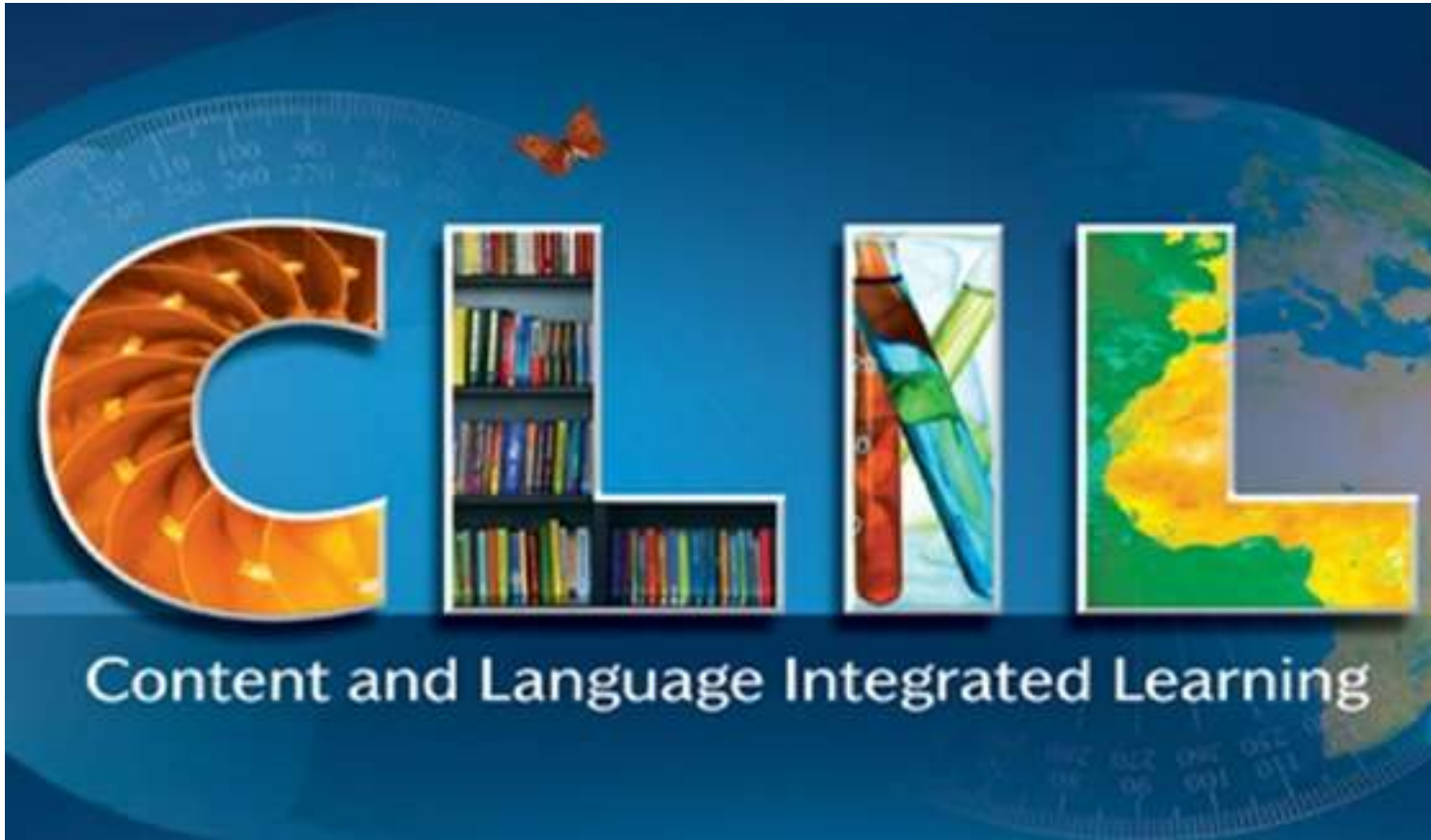
Combining Phenomenon-based Learning with CLIL

Teachers of different subjects (e.g. arts, sciences, languages) contribute by approaching the phenomenon from different angles

Leads to creation of a cross-curricular transversal

Powerful scaffolding

Knowledge and competence learning objectives

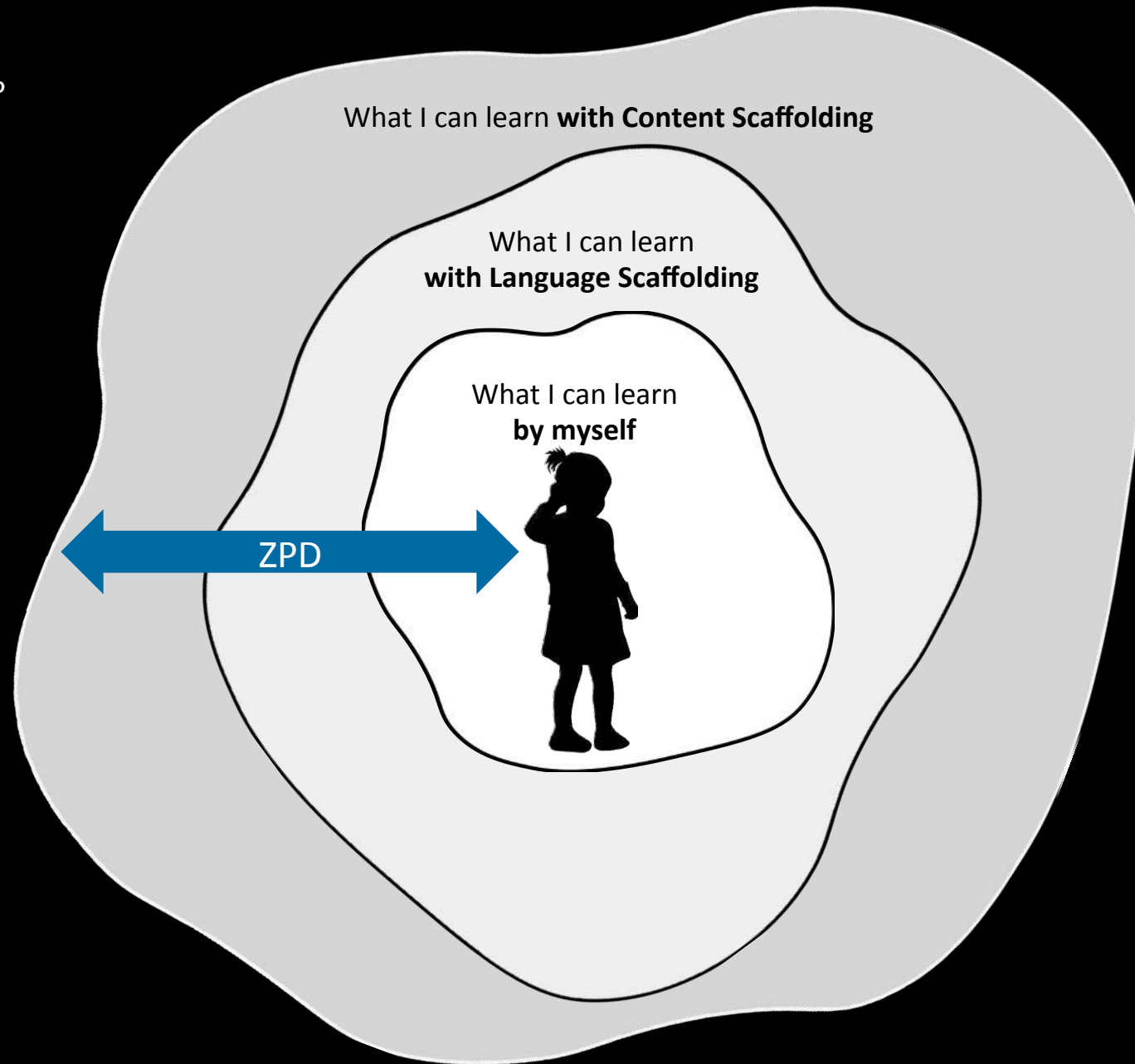


Learning Activities

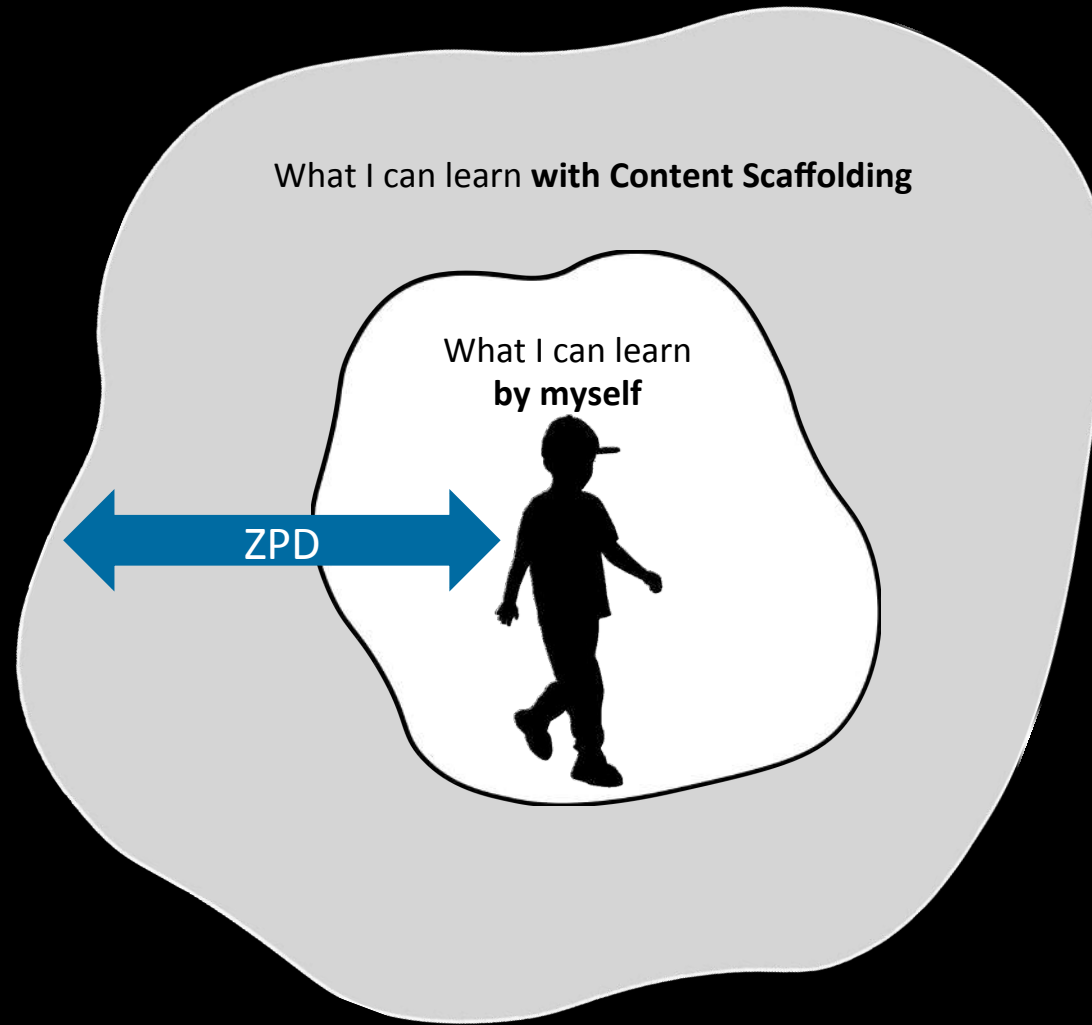
*Using language to learn
and learning to use
language*

1994-2018

WHAT I CANNOT YET
LEARN EVEN WITH HELP



WHAT I CANNOT YET
LEARN EVEN WITH HELP





Step 1 Identify the Location

Where and why is the
Learning Activity
located?



Step 2 Get the Stakeholders Together

Teachers
Students
Administrators

Working together works



Step 3 Recognize Student Interests

*If a young person can't learn
because of the way we teach,
maybe we should teach the
way they learn*

Hours for English as a subject



c. 1 200



c. 684

*When value matters,
content drives*



- Which teachers?
- Which disciplines?
- Which students?
- Which phenomena?

Inspiration is the locus of value creation

Step 4 Design the Blueprint



Step 5

Identify Learning Objectives

Competences
can do

Awareness
can perceive

Knowledge
can know

*A goal without a plan is
just a wish*

Antoine de Saint-Exupéry



Step 6

Communicate the Principles

Getting

- Connected
Share together, succeed together
- Real
Re-shaping the way we learn
- Personal
Meanings that matter
- Relevant
Neurons that fire together, wire together
- Deep
Minimum of noise, maximum of sense



Step 7

Situate into the Curriculum

One reason for Finnish success in education is that the curriculum is seen as a tool, not a rule



Step 8 Build in Assessment

*Formative
Summative*

*Knowledge
Competences*

*The shortest word in
English that contains the
letters a,b,c,d,e,f is
Feedback*



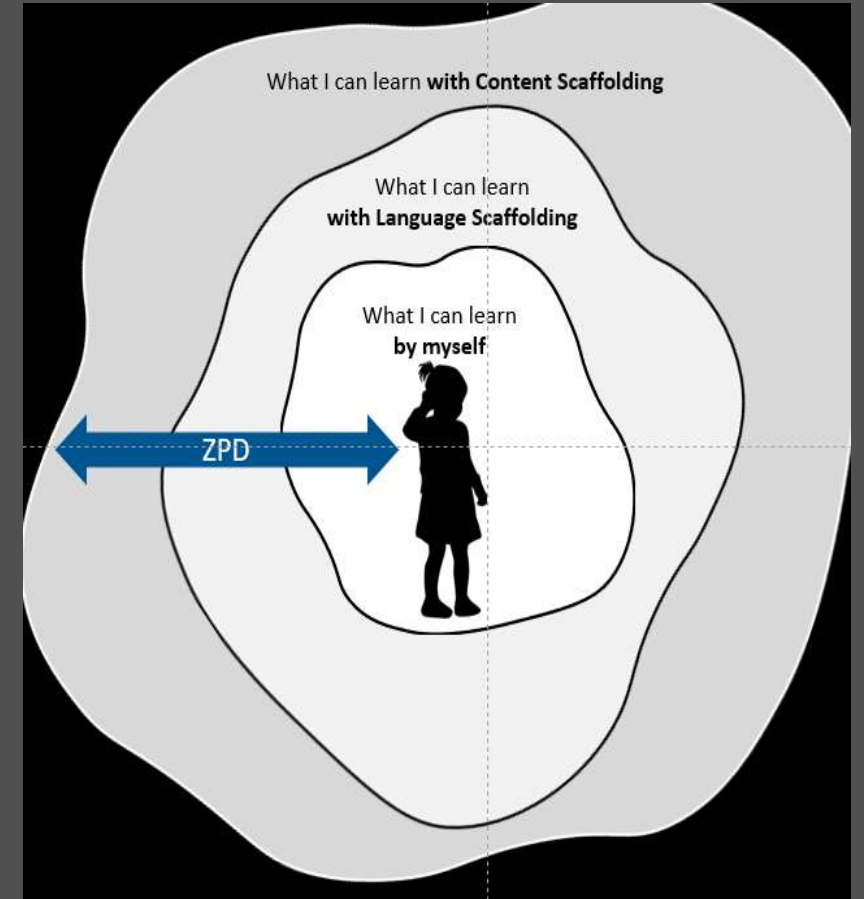
Step 9 Identify Content Scaffolding



*You can only lean on
something that provides
resistance*



Step 10 Identify Language Scaffolding



Creating safe learning environments



Step 11

Launch Construction

*Learning through
construction, not
instruction*



Creating multiple channels
for learning

Step 12
Conceptualize the Interior



Step 13 Celebrate Achievement

*Work together, win
together*



Step 14

Know if it works

At first people refuse to believe that a strange new thing can be done, then they see it done – then it is done and the world wonders why it was not done centuries ago

Francis Hodgson Burnett



Hearts and Minds

The CLIL Teacher

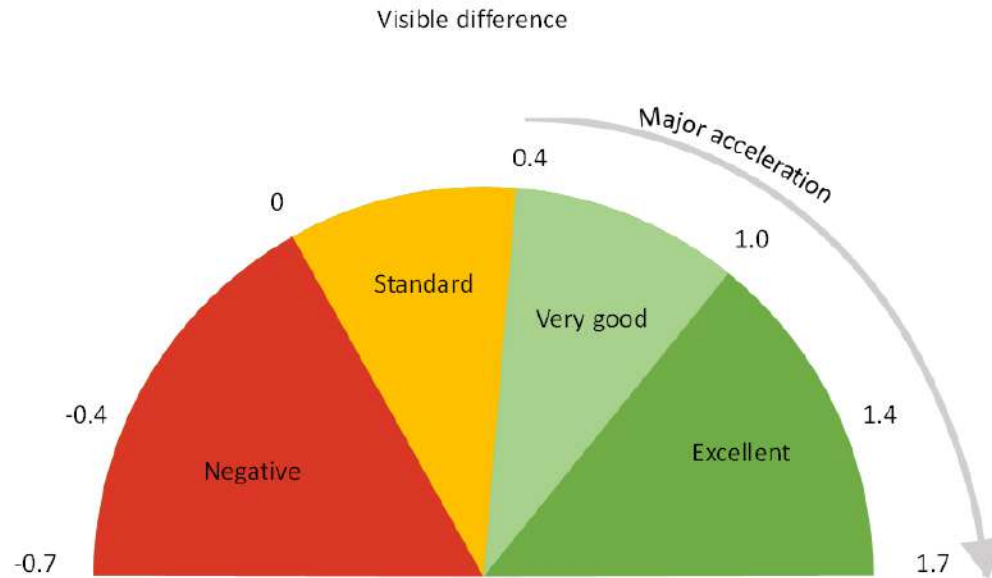


Minds and Hearts

The CLIL Teacher

Feelings are facts

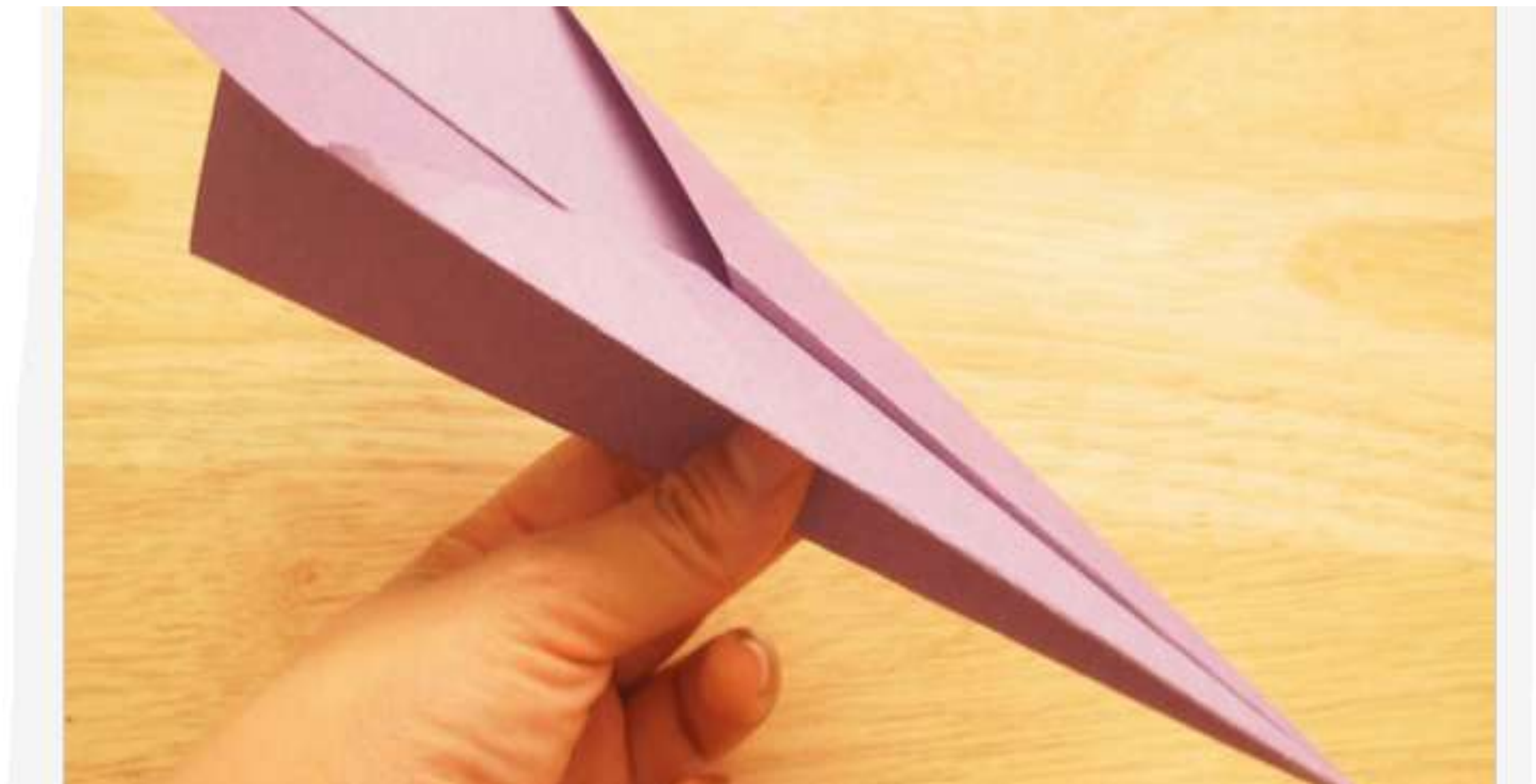
- *Engagement*
- *Enjoyment*
- *Enthusiasm*



Effect Size (Hattie, University of Melbourne, 2015)
0.2-0.4 average
0.1 plus = 50% improved rate of learning

Activities over **0.4** can enable high impact

- Showing students that they can succeed **1.62**
- Focus on thinking **1.33**
- Reducing anxiety **0.57**
- Learning with feedback **0.73**
- Concept mapping **0.64**



Thank you!

