CLIL courses in teacher education – effective platforms for creating cross-curricular projects

Ylva Sandberg

Stockholm University. Department of Education in Languages and Language Development

Abstract

Teaching in a Content and Language Integrated Learning environment is challenging. If teachers are to perform as CLIL teachers, they need training in several domains. First of all, learning about second language acquisition is a pre-requisite. Secondly, future CLIL teachers need opportunities to study their subject in the target language. Thirdly, they need to practice teaching their subject in the target language, and reflect on their teaching. Finally, to enhance the learning process, they need to practice doing this together with peers, their colleagues or fellow students, for example, while working with a cross-curricular project in a CLIL course at the university. Indeed, the implementation of CLIL courses in teacher education could be one way to meet the challenge. The aim of the present article is to suggest a design for such a course.
Key words: CLIL, second language acquisition, cross-curricular project, team work, teacher education

Resumen

La enseñanza en un entorno en el que se dé el aprendizaje integrado de contenidos y lengua extranjera es un reto. Si los profesores desean trabajar como docentes AICLE, se necesita formación previa en diversas áreas. En primer lugar, aprender sobre la adquisición de una segunda lengua es un prerrequisito. En segundo lugar, futuros docentes AICLE necesitan oportunidades para estudiar su materia en la lengua meta. En tercer lugar, es preciso ejercer la docencia de esta misma materia en la lengua meta y reflexionar sobre su proceso de enseñanza. Por último, para mejorar el proceso de aprendizaje, hay que practicar lo aprendido con pares, compañeros de trabajo o estudio, por ejemplo mientras se trabaja en un proyecto intercurricular en un curso AICLE en la universidad. De hecho, la implementación de cursos AICLE en la formación del profesorado sería una de las maneras de enfrentarse al reto. El objetivo del presente artículo es sugerir el diseño a seguir para la creación de un curso como este.
Palabras clave: AICLE, adquisición de segunda lengua, proyecto intercurricular, trabajo en equipo, formación del profesorado.

1. Aspects of CLIL in Sweden: CLIL teaching is challenging

In his most recent book *Engelsk språkdidaktik*, "Didactics in English Education", university lecturer Bo Lundahl speaks in favour of a CLIL approach, expressing a view that has not been too typical in Sweden hitherto: "In order to prevent English from functioning as a proficiency-oriented subject, where the contents of texts are reduced to being a spring-board for practising language skills, English ought to seek inspiration from so-called *Content and Language Integrated Learning* (Lundahl 2009:12, my translation).

In another Swedish context, Content and Language Integrated Learning has been considered an obstacle. Learning in a CLIL environment has been found to impede "the dynamics that push the development of knowledge forwards" – "while language should not be an obstacle it actually is, all the time" (Lim Falk 2008: 292). In the last few lines of the abstract of her dissertation, Maria Lim Falk concludes: "in the already teacher-dominated classroom, the linguistic and interactional demands that come with CLIL teaching, seem to add to the challenge of assimilating advanced subject instruction" (Lim Falk 2008, Abstract).

2. Make CLIL courses a given part of teacher education?

What could be done in Swedish teacher education not only to meet the growing interest in education through a CLIL approach, but also the "linguistic and interactional demands" (ibid.) that come with CLIL? Could the questions posed above be answered with combined efforts? One suggestion is to make CLIL courses a given part of teacher education programmes. Students from different subject disciplines who have studied in integrated groups report that there is much to be gained from such efforts, especially in terms of in-depth understanding and rewarding teamwork.

Interestingly enough, mostly international students have enrolled in the present 15-credit (ECTS) *Content and Language Integrated Learning* courses given at the Department of Education in Languages and Languages Development at Stockholm University. However, Swedish teacher students would also benefit from participating in courses of this kind as part of their teacher education programme. The course functions as an effective platform for inter-disciplinary, inter-lingual, inter-cultural exchange. Language and learning is intertwined. Content, culture and language are integrated. The final outcome of the course is a cross-curricular project created by "the CLIL theme team", i.e. all the course participants together.

It is not only what we know, but also how we use it that matters. It is the aim of the following paper to try to provide a positive attitude towards teaching and learning in a theme-based, task-based, cross-curricular context. The purpose is not to bring about any truths in this or the other matter. Rather, the purpose of the present article is to account for the principles along which this course has been designed. Indeed, it is the concern of the author to point out how this course has been found to contribute to making teacher students feel confident and able to apply an informed approach in a second language teaching and learning environment. Seemingly, thrilling *envisonments*[1] have been created in the seminar rooms.

---

1. J. Langer (1995). In Jönsson (2007: 43). Also accessible on: www.mah.se/muep [Last access 20.03.2009].

3. An overview of the course design

The areas of study of the current course are as follows: first of all, the students study second language acquisition. Secondly, the students learn to plan, carry out and evaluate classroom activities and projects in their subject in English, taking into account the specific needs of pupils who are studying content in a second language. In doing this, they also get the chance to improve their skills in English. In working together with fellow students of other subject disciplines they gain an understanding of genres typical of other subjects than their own, this already in teacher education.

It is an interactive course. Throughout the seminars and the weekly group meetings, the students are expected to be active learners. In the eighteen three-hour long seminars, accompanied by nine group meetings, the students are studying course literature, giving speeches and presentations, preparing for role play and school visits, doing peer-review work on speaking and writing and processing the cross-curricular project. They are being assigned to use the target language continuously in a number of different contexts, trying out several genres, relevant to the fields of study.

4. "CLIL theme team literacy" – teaching and learning together in a CLIL environment

What is literacy? "Literacy is not simply knowing how to read and write in a particular script but applying this knowledge for specific purposes in specific contexts of use" (Scribner & Cole 1981: 236). Literacy as a concept has existed for centuries. In the Oxford English Dictionary of the year 1432 it meant "educated"[2]. Over the last few decades, new definitions of literacy or literacies have emerged: *information literacy, media literacy and critical literacy* (Lundahl 2009: 57) The concept has taken on a wider meaning, corresponding to competencies required in a number of various contexts, not always restricted to the use of texts.

Similarly, I would like to claim that there is something that could be called inter-disciplinary teacher team work literacy, or "CLIL theme team literacy". Working as part of a team in a cross-curricular context at a school could be seen as a mode of teaching to be able to relate to, or even be an active part of, especially when teaching in a second/foreign language. Indeed, it ought to be acknowledged on a larger scale that this competence requires study of theory as well as practical adaption. What does this CLIL theme team literacy include?

Firstly, CLIL teachers need to be knowledgeable in the area of linguistics, more specifically regarding language development; they need to possess meta-linguistic awareness about the ways in which languages are learned When the intention is teaching content in a foreign language successfully, knowledge of second language acquisition is a pre-requirement. When planning for teaching content in a language other than the learners' own, theory on how languages are learned has to be studied. The teachers' choices when organising projects, selecting materials, planning lessons in a CLIL context need to be anchored in current theory and supported by findings in current research. In this course, students explore this through study and discussion of theory on immersion projects of various kinds at seminars, combined with individual written reflections.

A second competence area revolves around the language proficiency of CLIL teachers. Future CLIL teachers need opportunities to study their subject in the target language. Subject-specific

2. Barton (1994, ch. 2). In M. Axelsson, 24 February 2009, lecture at Stockholm University.

competence alone is not enough when it comes to teaching students in another language than one's own —teachers need preparation for doing this, and this preparation encompasses studying their subject in the target language as well as using the target language in various teaching and learning related contexts. This course provides a range of opportunities for subject teachers to explore their subject in the target language and account for their findings.

Thirdly, subject teachers need to practice teaching their subject in the target language and reflect on their teaching. As John Airey formulates it: "Knowing English is not the same thing as teaching in English" (www.sulf.se/November 2009). As professionals, subject teachers make sure they are experts in their own fields of study, updating their knowledge on a regular basis. They lecture according to accepted teaching practices in their fields of study. They teach, using appropriate terminology and concepts, in accordance with the genre in focus. They assign pupils to read, discuss and produce different texts required in the subject discipline. Now, as CLIL teachers dealing with a second language learning context, they need to be able to do what they usually do, and reflect on it, but this time in the second/foreign language. Indeed, reflecting on the question: "What happens to content when the language of instruction changes?"[3] could provide food for thought as well as useful insights into the art of teaching.

"Although most teachers are aware of the importance of language in the classroom, it is often not explicitly planned for across the curriculum" (Gibbons 2002:121). Apparently, subject teachers do not usually deal with the way the language is used in texts studied in their subject. Indeed, teachers of different subjects at school seem to, too often, take for granted that the students are in command of the academic language needed to understand the text in question. Recent research in Sweden shows that it sometimes results devastating for the latter. In fact, teaching materials such as text books have not always been helpful either in this respect[4]. It makes it very difficult for pupils to learn a subject in a second language, in this case Swedish as a second language, when neither the teacher nor the text provides scaffolding for learning. It is not made easier by the fact that pupils are given a number of synonymes in the information structures used to describe the phenomenon of study, e.g. "food", "nutrition", "edible", when they are not able to integrate the words and phrases into a meaningful, coherent context.

Thus, one focus area regarding the mode of teaching and learning content in a second language context is vocabulary teaching and learning. According to Morgan & Rinvolucri (2008), learning words is a "relational process" (Morgan & Rinvolucri 2008: 6); it is about "making friends with the words of the target language" (ibid.). A rich and varied vocabulary is crucial to academic success. In addition to a basic vocabulary of high-frequency words, pupils need to get access to and an awareness of the core vocabulary of specific semiotic domains. In order to understand the content of a text the reader needs to know nearly all the words (Lightbown & Spada 2006: 96). Pupils need to know that words have different meanings in different contexts and teachers should make pupils aware of the ways language is used in such contexts. It is every pupil's right to get access to the content in texts in a proper way. Indeed, it is the role of the teacher to facilitate learning through scaffolding the pupils in appropriate ways so they can reach the goals of the syllabus.

A systematic, contextualized model to meet the needs of pupils studying content in a second language is to be found in genre pedagogy. Teachers using this model take "a functional approach to language" (Gibbons 2002:119), making their students aware of the typical features of certain

3. J. Airey, 16 January 2010, lecture at Stockholm University.
4. I. Lindberg, 22 November 2008, lecture at Stockholm University.

text types and other modes of communication, and letting the students learn about and explore these genres in several stages. These stages range from learning from a model text, to producing texts, first collaboratively and then individually. Examples of such genre-specific texts to be studied are information reports, personal narratives, procedures, lab reports, musical notes and essays of different kinds. Genre pedagogy aims at making sure all pupils get proper access to the academic genres of study required in school and in this way have better chances to be successful in school.

How can we as teachers know when the pupils have understood? Active learning is the answer. In order to find out if pupils have got the gist of a text, grasped the overall meaning, or, perhaps, understood it all in detail, or not had access at all to the content, we have to let the pupils formulate themselves in speaking and writing, using the language. Students need to get the chance to formulate concepts and phenomena, on the one hand using proper terminology of the discourse, on the other hand also getting the chance to translate the new-gained information into their own words, processing the knowledge, making it their own.

5. Cross-curricular projects – pooling content and language resources

In the syllabuses for compulsory school, among the general aims, *Skolverket*, "The Swedish National Agency of Education", constitutes the following: "Co-operation across subjects is necessary in order to make possible the all-round, meaningful development of knowledge in accordance with the fundamental values of the curriculum, its goals and guidelines"[5]. How are teachers going to meet this demand? How can one facilitate teaching and learning across the curriculum?

What co-operation across subjects could there be at an upper-secondary school in Sweden? There have been several cross-curricular projects carried out not only at compulsory schools, but also at upper-secondary schools over the last five years, such as theme weeks on *Hållbar utveckling* (Sustainable Development), *Människan* (The Human Being) and *Antiken* (Classical Antiquity). These theme-based projects are found to be cognitively challenging, stimulating and rewarding, and very much appreciated and popular, among students and teachers alike. Inititally, however, these projects demand enormous effort and work on the part of the teachers. Fortunately, after a few years, this preparatory work is less time- and effort-consuming, and new teachers coming to the school can quite easily be schooled into the mode of teaching in the cross-curricular project. Nevertheless, the pre-requisite is that someone at the school initiates such a project; it builds on the fact that somebody brings in the energy and the ideas. Perhaps a whole work team could bring such a concept to school? Could such skills be learned already in teacher education?

Examples of projects that have been addressed, discussed and/or worked upon are: *Sweden then and now – from students' points of view, Sweden then and now – A Stockholm play, Sweden then and now – Building a Viking village, Three Adaptions of a Fairy Tale, Seasons, The Five Senses, Cells, Solar Energy, The Sound of Music, From Novel to Opera – Amy Tan's The Bone-Setter's Daughter, Leadership, Children's Literature, The Value of Stories, Words, words, words, The Seaside, Farmland, The Forest, Water – at the Crossroads between Conflict and Peace, Recycling, Running a Business, Sports – then and now* (for an example of student work as part of a cross-curricular project, see appendix 1).

5. Skolverket (2008 revised version (2000)). Publication. Syllabuses. Compulsory school. 6. Also accessible on: www.skolverket.se /Syllabi/Compulsory school [Last access 29.12.2009].

Who chooses the theme of the project? In this interactive course students play important roles. Their say is valuable. Although the overall form and organisation of the course has been decided previously, the actual content of all materials created and presented cannot be known beforehand. It depends to a great extent on the set-up of course participants. What subjects do they teach? How old are their pupils? The theme of a cross-curricular project is therefore not always predictable —that is somehow also the point with the interactive nature of the course. Depending on the *multiple identities* of the course participants the final cross-curricular project will become revolutionary each time.

6. A community of learners – moving from the unknown to more well-known ground

"It's not what *we* [teachers] do, but *what students* do, that's the important thing" (Biggs & Tang 2007: 19). The whole concept of the course builds on interaction and as the course goes by, the students come to appreciate the fact that this is not a "lectures only" course. More specifically, it is about a continuous dialogue betwen theory and practice, between learning and doing, between teacher-student and student-student interaction. It's about processing knowledge together.

A relaxed atmosphere is crucial. It is of great importance that the course participants feel secure and confident in the group. It is important that they are open to listening to one another, willing to share knowledge and ideas, interested in working together. As a matter of fact, alongside with important key moments of instruction, this course builds on learning by doing in a social context. It is about establishing and bringing about previous knowledge and experience, it is about learning from the teacher trainer as well as from fellow students.

In one of the first few seminars everybody is assigned to give a short, 3-minute speech. This series of informative speeches serves the purposes of field building[6] and team building. Everybody is assigned to introduce themselves by speaking about their self-chosen topic which is supposed to be interesting to the group and relevant to the course. After each speech, the listeners pass on their quick reponse Enjoy, ☺!Learn, ?Ask about, → Improve on a small card to the speaker.

In giving the informative speeches, students practice structuring information; they need to be concise and clear - "Be crisp", as the teacher tells them. It is about standing in front of an audience, something you cannot get away with not doing in the teaching profession. Scaffolding is provided by the teacher in the form of an example of a speech and a "Speech graph" (i.e., 1. Introduction, 2. Body, 2.1., 2.2., 2.3, etc., 3. Conclusion) to help them plan their own. They are being encouraged to choose a topic they know well, where they are the experts. Especially at this early stage, the purpose is to build confidence, not the other way around.

The second assignment is pair work. The students are assigned to present a chapter in the first course book: *How Languages are Learned* (Lightbown & Spada 1993). After an overall introduction to the course book by the lecturer, the students are supposed to, in addition to studying the whole book, focus on and present one chapter to the whole group at one of the next few seminars. They need to meet with their peer and prepare the presentation. They have 20 minutes at their disposal for the presentation in class. After the presentation there is time for questions and a following discussion.

In the fourth or fifth seminar it is high time the first role play took place: *Role play 1 - CLIL Team Debate*. In the team debate the pros and cons of CLIL teaching are being discussed. The

6. P. Gibbons, 10 September 2008, lecture at Stockholm University.

scenario is the following: a school has been facing great difficulties over time; poor achievement among the pupils, low team spirit and power among the staff, etc. New input is needed. CLIL approach has been suggested as a way to improve current conditions. The school has arranged a debate in the school auditorium where the topic is going to be debated. The local community, parents and staff have been invited to come and listen. There are eight students participating in the debate, three are speaking in favour of CLIL teaching and three are taking a sceptical stand. Two students act as debate leaders. The roles assigned are e.g. "experienced language teacher, reluctant to CLIL", "young social studies teacher, intrigued by CLIL teaching", "local school politician", "teacher of mathematics who has attended a CLIL course abroad, new at the school", "mother of two children, one of whom is a good language learner, one of whom is not", "a 15-year-old pupil", "the principal". Towards the end of the debate or immediately afterwards, the audience will also get the chance to ask questions and/or give response and comments.

In the final phase of the course, as part of a case study, in which the CLIL theme team has been working at the school for about one and a half weeks, there is a mid-project conference taking place: *Role play 2 – Weekly conference*. The team members are discussing how the project is proceeding. The chairperson is opening the conference with the following words: "Welcome to this week's conference! How's it going? What are your concerns and worries at this point?" The "Sample agenda for a weekly CLIL team meeting" (Mehisto, Frigols & Marsh 2008: 231) provides useful discussion points: "1) Sharing classroom problems, 2) Agreeing on a common language goal/outcome for the week, 3) Looking for integration opportunities, 4) Sharing resources, 5) Celebrating success" (ibid). The students play their parts and the meeting proceeds as it were for real.

It is important to see the students as resources! In an interactive course like this one, everyone needs to play their parts, and they must get room to do it. It is about bringing about the knowledge and creativity students possess, the power and experience they have within. Sometimes the students get the chance to prepare their speeches, while on other occasions, such as the above conference, they need to act spontaneously. In either way, letting the students display what they know becomes rewarding. These intriguing discussions, these enlightening meetings of experiences, become *third places* (Kramsch 1993).

7. The portfolio – assessment for and of learning

The portfolio forms the major bulk of assessment in this course, from the first informative speech to the final reflective statement (for an example, see appendix 2). In this file all texts, together with short information on presentations the student has done in class are collected throughout the course, returned with comments from the teacher continuously —formative assessment — in order to be submitted for final grade at the end of the course — summative assessment.

The *journals* form an essential part of the portfolio. These are 1-2 pages long texts (1,5-spaced) written continuously on a weekly basis where the students reflect on various matters, connected to texts studied or discussions that have taken place during the seminars. The purpose is getting into the habit of writing in English, giving credits to the fact that writing is a way of thinking. "What is CLIL?", "My language biography", "How do I learn?", "A good teaching experience", "An intercultural experience", "My teaching principles" are typical journal titles.

The *argumentative essay* is another text type the students are being assigned to explore. In this genre they deal with organising their work systematically with a clear focus and they also get to practice giving and receiving feedback, —undoubtedly essential parts of a teacher's doings. In

carrying out this task, the students are working in a process-oriented way, writing three versions of their texts before the essay will be considered finished. Having written the 1st draft, the student gets feedback from two-three peers, writes the 2nd draft, gets response from teacher, writes the 3rd and final draft; all versions, together with peer response sheets, are included in the portfolio. The students are given a Peer-review sheet with specific questions to concentrate on when giving their reponse (see Figure 1).

Figure 1. Peer-review sheet for giving response on writing

PEER REVIEW WORK SHEET

Name of writer of text:..

Name of reader of text: ....

1. What did you enjoy about this text?

2. What did you learn? / What did you find interesting about this text?

3. What would you like to ask about? / Is there anything the writer needs to develop or clarify?

4. What is the focus of this paper?

5. Final comment/s:

What is especially interesting about the portfolio in this course? The journey from actually not knowing much about what CLIL is to actually having been part of creating a cross-curricular project as part of a CLIL theme team is something to have documented. It is quite an achievement. In the portfolio this journey becomes visualized.

8. Designed to provide theory and practice for useful work at school

In conclusion, CLIL courses for teacher students and already professionals of different subjects serve the purpose of being effective meeting points in the form of "miniature schools" at hand. The many different competences are there to meet, to shine in all their subject-specific beauty and to blend in the form of tasks and assignments focussing on content and language. Indeed, these meetings between teachers to be from different walks of the world of education function as eye-openers. Teacher students of English, Art, Biology, Music, Social studies and Mathematics, extend their horizons and deepen their knowledge. They start to think in new ways about their own subject and they are getting tools and practice to work in projects, extensive or small, across the curriculum at their future or present schools.

A CLIL course offers teachers time and credits to actually study relevant literature for cross-curricular projects. It gives teachers and future teachers of different subjects the opportunity to

approach such literature from different angles and to discuss it with fellow students and colleagues of other subjects than their own. In these discussions, the course participants will sometimes realize the perhaps different understanding of the same concept they might have, which may cause uncomfortable as well as profound feelings.

The teacher students of the present CLIL course get to plan, carry out and evaluate different individual and collaborative projects, using peer-review work in the process, learning together on site. They try out their ideas in the role of a teacher, within the student group, and at different schools. As has been pointed out earlier, there are many ideas around for cross-curricular projects, sometimes among teacher students, more often among professionals at schools, but there is often lack of time and access to relevant theory, therefore seldom the opportunity to work with projects of this kind. In a CLIL course at the university, one moves from idea to realisation. In this course, such activities are the focus of study.

The CLIL course participants become, in Dewey's words a community of learners[7], prepared for similar work at their future schools. For school use, this is something desirable. After all, at the end of the day, not only teachers, but also teacher education programmes do function as role models. However, there is still much to be learned in this field: "further research is required in order to satisfy the need for a more vigorous theoretical and empirical framework to inform future curriculum work and future teacher education in a more systematic way. For pursuing a research agenda in this direction, North American and Australian research provide important models" (Lindberg 2008: 28).

9. References

Biggs, J. & C. Tang (2007). *Teaching for Quality Learning at University*. Berkshire: Open University Press.

Gibbons, P. (2002). *Scaffolding Language Scaffolding Learning*. Portsmouth: Heinemann.

Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford: Oxford University Press.

Langer, J. (1995). In K. Jönsson, (2007). Litteraturarbetets möjligheter. En studie av barns läsning i årskurs F-3. *Lärarutbildningen. Malmö högskola*. 43.

Lightbown, P. & N. Spada (1993). *How Languages are Learned*. Oxford: Oxford University Press.

Lim Falk, M. (2008). *Svenska i engelskspråkig skolmiljö. Ämnesrelaterat språkbruk i två gymnasieklasser*. Institutionen för nordiska språk. Stockholms universitet.

Lindberg, I. (2009). Conceptualizing school-related, academic language – theoretical and empirical approaches. In P. Juvonen, ed., Language and Learning. *Papers from the ASLA Symposium in Stockholm* 2008. Vällingby: Elanders.

Lundahl, B. (2009). *Engelsk språkdidaktik. Texter, kommunikation, språkutveckling*. Lund: Studentlitteratur.

Mehisto P., Frigols, M. J. & D. Marsh (2008). *Uncovering CLIL*. Oxford: Macmillan.

Morgan, J. & M. Rinvolucri (2008). *Vocabulary. Oxford*: Oxford University Press.

Scribner S. & M. Cole (1981). *The Psychology of Literacy*. Cambridge. MA: Harvard University Press.

7. In Jönsson (2007: 50). Also accessible on: www.mah.se/muep [Last access 20.03.2009].

Appendices (Students' work)

Appendix 1. Cross-curricular project: Sweden then and now – Building a Viking village (Students LH & SR et al)

Theme: Sweden then and now
Focus: The Vikings
Subject: Arts and Crafts (integrated to history)
Time: three weeks

Objectives for the project

The pupils will learn about The Vikings; the time they lived, their professions, and other features that were characteristic to their way of life. The pupils will learn how to plan and carry out the final product, a model of a Viking village. Social skills are improved while working in small groups. They will also learn to search information and do own research in groups. Measuring skills are improved in planning the model. In the actual crafts part, the pupils will learn how to use natural materials in a sustainable way. In the second phase of the project the pupils will learn how to tell a little story in the form of a cartoon.

Phase 1

Day 1: 'Kick-off' –activity

The teacher collects pupils' earlier knowledge into a mind map on the board. Then the teacher shows a video/slideshow with music about The Vikings. The mind map is filled with the new information. After discussing about the mind map the teacher explains the outline of the project, the final product and other goals. If there is an exhibition in a museum about Vikings the pupils can do an excursion there at the beginning of the project (that would take one more day).

Day 2-3: Own research and presentations

The pupils are divided into small groups and each group gets/chooses a topic that they will do research on. The topics could be such as living in a Viking village, Vikings' clothing, and Viking houses and so on. The teacher has prepared some resources where the information can be found. The pupils could use books such as: 100 things you should know about Vikings, The History of World Events, and The Usborne Internet-linked Children's Encyclopaedia. Internet resources can also be used. This research can also be made in history lessons. The groups make a small poster about their topic. The pupils present the posters to the class. The teacher can also prepare a small "lecture" about some topic, e.g. the historical viewpoints.

Day 4: Planning the village

The teacher has prepared a planning sheet with a picture of the village "platform" and some questions that the pupils should focus on in the planning. The ratio is also mentioned in the paper (e.g.1:25). The pupils are divided into four groups and they start planning the village with the help of the posters and other material. Each group fills in the planning sheet by drawing and writing.

Day 5: Final planning

The teacher goes through each group's plans. Some changes can be done so that the four parts form an entity. The platforms are given to the groups and they sketch the plan on it. Pupils make a list of the natural materials they need in constructing the model. The teacher gives advices how to collect the materials (not from a living tree for example).

Day 6-9: Collecting materials and building the model

Day 10: Presenting the model

Time for final building. The pieces are put together on a table and each group gets to present their own part. The teacher can do a little speech for the opening of the Viking village.

Phase 2

Day 11: Introducing cartoon

The teacher has brought some cartoon magazines for the pupils to read. If available, they could be about the Vikings (Harald Hirmuinen). The teacher has prepared a working sheet that the pupils fill in. There can be tasks such as the following one. The task is to fill in facial expressions.

| Happy | Sad | Angry | Surprised |
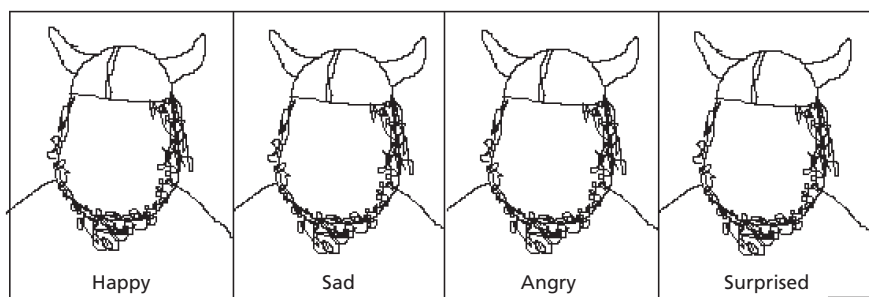
Day 12: Storyline and sketching

The teacher comes up with a scene where a Viking got on a time machine and came to our time. Which things he/her would wonder in our daily life (shopping, cars etc.)? What kind of funny things would happen? The ideas are written on the blackboard. The pupils can work in pairs or individually. Their task is to pick one situation and sketch that in a cartoon format. The teacher gives some advice how to draw a cartoon (the number of boxes, close-ups etc.)

Day 13: Drawing the cartoon

The teacher shows how to make effects with a marker (shadowing, raster etc.). The pupils draw the cartoon. If there is time, the pupils can present their cartoons to the class.

Day 14: Planning and constructing the exhibition

The posters, Viking village model, and the cartoons are arranged to an exhibition. The pupils can also collect all extra materials such as the planning sheets into a portfolio.

Day 15: Opening the Viking exhibition

Appendix 2. Final Reflective Statement (Student IK)

Writing ability

Since I was eager to improve my writing skills, it was very beneficial for me to get a lot of opportunities to write. Moreover, since the topics of the journals were varied but all related to my concern, it was very interesting for me and it also helped to re-arrange my opinions for those issues in my mind. The only thing I regretted was that I could not keep up with all the journals. However in that sense, I have found my challenges through this course. Over the semester, I got used to writing a lot and I am sure I have developed my ability.

Practical skills

The most useful thing for me was getting knowledge of many kinds of small activities. Since I attended the activities by myself, I could experience and enjoy them as a student. Through the course, plenty of teaching materials were used. Books, articles, videos, cards, pictures, and so on. Also, I got a lot of ideas and teaching techniques from the fellow students and some of the articles. They all were very useful and I can surely apply them into the future class of mine. The chances I have presented my works in front of the fellow students were also practical for me, since I can seldom get such opportunities. Working with fellow students and visiting a school was also very splendid for me. I have got tons of useful skills for teaching through those activities.

My horizon was broadened

Lastly, it was very nice to see the fellow students in the course. Since all of their characteristics were very diverse and they each were familiar with different subjects, I could learn a lot of things from them and also it was great fun to communicate with them. Although we all were very different even as the nationalities, we shared the same aim through the course and had the same concerns for education. Not only from them but also, I have learned a lot from the teacher. Since I was attending the course as a student, I could see how she organized the course, how she was flexible and so forth and they were very useful for me. Also, since I could hear a lot of stories of her actual teaching experiences, I could imagine how the real schools were. I have broadened my horizon by meeting people and communicating with them in the course.

Conclusion

Through the course, I acquired a lot of knowledge about education and got interested in many new issues as well. As a teacher in the future, I will make use of those things which I have learned in this course.