New settings for content & language integrated learning C.L.I.L.

I Taula Rodona Internacional Sobre Programes Al CLE
28-29 abril 2009 - Barcelona

Maria Teresa Maurichi
A.N.I.L.S. - Cagliari - Italy
Esa.maurichi@tiscalinet.it
“...a language cannot be taught, we can only create the conditions for a language to be acquired...”

Von Humboldt
Main Objects of the CLIL

- Build linguistic and content skills through significant task based learning experience "earning by doing"

Multimedia Learning Settings

- Offer a congenial and familiar learning environment for students
- Perfect for the achievement of both self learning and Cooperative Learning
- Provide an engaging learning environment based on the building of experience and knowledge through the TASK
Possibile Multimedia Settings

- Learning Objects - LO
- Web Quest
- Podcast
- E-learning
- Virtual Environments
Learning Objects - LOs

Expanded Instructional Events

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<th>Introduction</th>
<th>Body</th>
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<td>• Activate attention</td>
<td>• Recall prior knowledge</td>
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<td>• Establish instructional purpose</td>
<td>• Process information</td>
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<td>• Evaluate feedback and remediate</td>
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<td>• Arouse interest and motivation</td>
<td>• Focus attention</td>
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<td>• Preview lesson</td>
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<td>• Practice</td>
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<td>• Evaluate feedback</td>
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Definition of LOs

- Digital/ non digital resources, which can be used and re-used in teaching, supported by technology
- Complete, flexible and dynamic units
- Function as a bridge between the specific content to be learned and the student’s previous knowledge and personal experiences
Key Concepts of the Learning Philosophy of LOs

Constructivist approach to learning

- **Autonomy**: acquisition of knowledge and skills in a personal way, according to students needs and individual learning style and time
- **Specialization**: focused on learning specific content/language chunks
- **Multimedial**: use different codes and inputs - involve different learning styles
- **Interactive**: provide an interactive and concrete learning experience
- **Self-evaluable**: allow the student to control his/her ongoing learning process and output
Advantages of the LOs

**ADVANTAGES FOR THE TEACHER:**
- facilitate team teaching
- individual and group learning pathways
- focus on specific students’ needs
- fast check and evaluation of the students’ learning process and progress
- collection and classification of units that can be used in other learning contexts

**ADVANTAGES FOR STUDENTS:**
- enhance autonomous learning
- reduction of affective filter
- suitable for individual learning strategies and times
- awareness and control of the ongoing learning progress
- developing reflective and self-evaluation skills
LOs can be both planned by the teachers and adapted from a rich resource available online

**Online resources:**

**SCIENCE**

**MATHS:**
- [http://www.shodor.org/interactivate/activities/#pro](http://www.shodor.org/interactivate/activities/#pro)

**ARTS:**
- [http://webexhibits.org/causesofcolor/mind.html](http://webexhibits.org/causesofcolor/mind.html)
- [http://library.thinkquest.org/3044/?tqskip1=1](http://library.thinkquest.org/3044/?tqskip1=1)
THE WEB QUEST
The Characteristics of the WebQuest

- A highly engaging multimedia environment
- Powerful tool for significant learning
- Efficient means of consolidating language and content
- Learning sequence to be carried out through individual or group work
- Task-based - including elements of:
  - Research
  - Discovery
  - Re-working
  - Problem solving
  - Case studies
- Structured environment in which students can interact and cooperate to achieve a common goal
WQ Tasks

- Definition of tasks and roles within WebQuest is of a crucial importance for its success.
- Dodge, the creator of this constructivist learning internet based environment, classifies tasks according to 12 categories in a sort of *taskonomy*. 
DODGE’s TASKONOMY
Didactic advantages of WebQuest

- Cooperative learning structured work
- Access to a range of authentic documents and several text typologie
- Students can explore and deepen a specific content
- Exposes the student to authentic language relating to the subject
- Encourages learning aimed at a specific goal
- Develops the skill of inferencing and creating hypothesis on specific contents
- Develops online research skills
- Allows the student to follow his/her own individual strategies and learning time and to extent the research to other sites for additional material
- Widens vocabulary and consolidates language relating to the topic
WebQuest in the CLIL

- Particularly suitable in a CLIL context for:
  - knowledge of linguistic-disciplinary content is not only passed on, but discovered, experienced and synergically built
  - Proved by a final product, by the students, allowing (self)evaluation of the whole learning process
The WQ includes an operative route made of different steps:
- a scenario with an introduction
- different tasks, roles and rules
- procedures to follow
- network resources
- final output
- evaluation
- conclusion
Creating a WebQuest

Creating a WebQuest

- What are the main areas of the topic?
- Introduction: What questions should be answered?
- What are some conflicts about the topic?

- Are there multiple tasks? Can students work in teams?
- Task: What is the task that the student undertakes? Does it require synthesis, evaluation?
- Is the task engaging for students?

- Process: State each step that a student must undertake. Are there multiple activities or viewpoints?

- Resources: articles, music, pictures, books, first person accounts

- Evaluation: What will students do with the knowledge? How will you assess that knowledge?
ONLINE RESOURCES

TEMPLATE:

ONLINE RESOURCES
- http://www.biopoint.com/WebOuests/webquest2.html
- http://kids.mysterynet.com/
- http://www.ndaviess.k12.in.us/elemshare/Teachers/jweathers/Medieval.htm
- http://www.yesnet.yk.ca/schools/wes/webquests_themes/medieval_theme.html
Podcasting
Podcasting

- Multimedia resources facilitating learning through entertainment devices very familiar to young people who use MP3 players, iPODs to listen their favourite music
- Easy to use and accessible

Wide range and availability online:
ONLINE GUIDE: [http://learninginhand.com/podcasting/Podcasting_Booklet.pdf](http://learninginhand.com/podcasting/Podcasting_Booklet.pdf)

Online Resources:
- [http://storynory.com/](http://storynory.com/)
- [http://www.billygorilly.com/PODCAST/PODCAST%20IWEB/Podcast/rss.xml](http://www.billygorilly.com/PODCAST/PODCAST%20IWEB/Podcast/rss.xml)
- [http://www.podcast.net/show/71597](http://www.podcast.net/show/71597)
- [http://epnweb.org](http://epnweb.org)
- [http://smarthistory.org](http://smarthistory.org)
- [http://www.podcast.net/show/71597](http://www.podcast.net/show/71597)
Distance CLIL

Multimedia environments designed for E-learning: SAW SCENCE ACROSS THE WORLD - SAW

- Students of different European countries can follow science units in CLIL methodology in a synchronised way
- Helps the student to achieve a multi linguistic and multi cultural education
- [http://www.scienceacross.org/index.cfm?fuseaction=content.showcontent&node=92](http://www.scienceacross.org/index.cfm?fuseaction=content.showcontent&node=92)
Structured E-Learning Environments

Didactic Sections of famous Museums

- Students can access to a high quality virtual artistic/Cultural dimension with online activities
- Can explore and get familiar to famous works of arts and artists learning through an interactive way
- Provide engaging educational tasks on which based artistic and procedural knowledge

National Portrait Gallery

MOMA - Museum of Modern Art
- [http://www.moma.org/learn/activities](http://www.moma.org/learn/activities)
Sites for History

- Provide a vast variety of history resources suitable for various school levels
- Allow exploration of different historic periods, ancient civilisations and famous characters through engaging and interactive content

BBC
- [http://www.bbc.co.uk/history/forkids/](http://www.bbc.co.uk/history/forkids/)
- [http://www.bbc.co.uk/schools/starship/printanddo/standalone.shtml#crosstheswamp](http://www.bbc.co.uk/schools/starship/printanddo/standalone.shtml#crosstheswamp)
Thanks For Your Kind Attention
Gracias por su amable atención