

TALKING TO PEOPLE
ERASMUS+ COURSE

DUBLIN
February 28 to March 5, 2016

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CLIL: CONTEXTS4CONTENTS (Eduardo Marín)

THE 4 C's MODEL (DO COYLE):

- CULTURE: What does the culture of the country/place offer me as a teacher?
Self and other awareness, identity, citizenship and progression towards pluricultural understanding. Also, "habits of everyday life", "symbols and structures of our world".
- CONTENT: What cultural highlights from the visit/trip could I apply to my subject and to my students?
Progression in new knowledge, skills and understanding.
- COMMUNICATION: language of, for, through learning.
Interaction, progression in language using and learning.
- COGNITION: What thinking skills would I like my students to develop in relation to this content?
LOTS: low order thinking skills
HOTS: high order thinking skills
Engagement in HOTS and understanding, problem solving and accepting challenges and reflecting on them.

LOW ORDER THINKING SKILLS:

- Remembering
- Understanding
- Applying

HIGH ORDER THINKING SKILLS:

- Analysing
- Evaluating
- Creating

FOOD FOR THOUGHT:

- “The greatest resource you bring to the classroom is your creativity”.
- “None of us is as smart as all of us” (Japanese proverb).
- “Less is more”.
- “Keep it short and simple”.
- “What learners can do with help today, they can do alone tomorrow” (Vygotsky).
- “Don’t work harder than your students”.
- “Students learn as much from peer interaction as from direct instruction”.
- “Give yourself importance”.
- “If you always do what you’ve always done, you’ll always get what you’ve always got” (Henry Ford?).

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LITERACY ACROSS THE CURRICULUM (Pauline Kelly)

- BONDING ACTIVITIES: People learn better when they know each other better (we have to create bonds between our students). Ice Breakers. If we create a learning environment, people learn to work together.
- Students' learning is influenced by: skills, expectations, motivation, behaviour, resources, attitudes, support and TEACHER QUALITY (OECD, *Teachers Matter*, 2011: <http://www.oecd.org/edu/school/48627229.pdf>).
Teacher quality is the single most important factor.
- PLAN EQUALLY: all 4 literary skills have to be present in all our lessons (important in this order). PROMOTING THE 4 LITERARY SKILLS:
 - LISTENING: used to introduce a new topic.
It avoids a "cold start" (you can begin with a PLACEMAT. Ex.: you can read a 58-word-poem like Roger McGough's "Motorway"¹, *The Mersey Sound*, 1967):
 - In groups, they try to remember as many of the 58 words a possible.
 - Total number of words in the group (each group should have a name).
 It connects with prior knowledge and curiosity is created.
It prepares students by giving them curricular vocabulary (the vocabulary of the topic they have to master).
It is an assessment for learning activity.
 - SPEAKING: students are encouraged to present their results orally.
Interaction is most important (a classroom is a place where we speak).
 - READING: Low Stakes Team Competition (teaching and learning strategy).
Scaffolding: you help students by means of worksheets or visual material.
Activities:
 - Vocabulary activity: a definition grid with curricular vocabulary.
 - A quiz with questions made up by the students.
 - WRITING: last step. The quality of the writing depends on the quality of the preparation: SCAFFOLDING.
- Teaching and learning do not happen at the same time. That's why we need the DIALOGIC CLASSROOM, where it is not the teacher who is speaking all the time).
- THINK-PAIR-SQUARE TECHNIQUE: can be used for:
 - Reading comprehensions
 - Problem solving: first you give your students a case study:
 - Brainstorming
 - Problem which they have to solve.
 This enhances curiosity and builds skills.

¹ *The politicians,
(who are buying huge cars with hobnailed wheels the size of merry-go-rounds)
have a new plan. They are going to
put cobbles
in our eyesockets
and pebbles in our navels and fill us up
with asphalt
and lay us side by side
so that we can take a more active part in the road
to destruction.*

- BAD PRACTICE:
 - No tapping onto previous knowledge.
 - No curiosity-raising.
 - No visual aids.
 - No understanding.
 - Call students one on one (the others do not listen or think).
- GOOD PRACTICE:
 - Give introductory statements and have the students decide whether they are true or false (Glendalough text).
 - Cloze test (with gaps to work out in pairs/groups):
 - 1st: no clues.
 - 2nd: give clues of the words.
 - Read the text.
 - Have the students make a quiz with questions about the text.

ACTIVITIES:

- STANDING OR WALKING DEBATES: students stand on two sides of the classroom (one, the “I agree” with the statement side; the other, the “I disagree” side). They try to convince the other group. Convinced students change sides.
- KWL TECHNIQUE (on a sheet for them to fill in):
 - what I Know (you tap on to previous knowledge)
 - what I Want to know (it creates expectations)
 - what I have Learnt

RECAP: LANGUAGE IS LEARNT BETTER IF YOU:

- Create a social bond
- Use a variety of teaching strategies, applying to visual, auditory and kinaesthetic learners.
- Ensure that all students use new vocabulary and speak as they learn.
- Use Drama In Education techniques (e.g., “walking debates” or “role plays”).
- Encourage your students to express their personality and humour in the target language (use language meaningfully).
- Include frequent brief recaps of what has been learnt.

ASSESSMENT FOR LEARNING

- Example dialogue:
 - [Teacher] How do you rate yourself?
 - [Pupil] 3
 - Why not a 2?
 - Well, I can (have learnt, know) ..., but ... [they are reflecting]
 - What would make you a “4”?
 - [they decide what to do to improve].

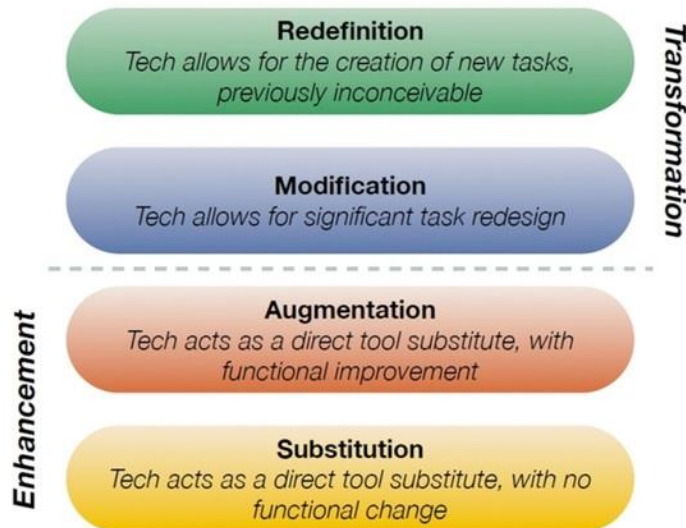
COOPERATIVE LEARNING

- One student teaches another.
- Example: "My little book": good to teach definitions of basic concepts. Each student is given a definition on a sheet, which he learns and explains to the other students, which learn it and copy it on their little books.

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ICT FOR TEACHING (Neil O'Sullivan)ict4teaching2015@gmail.com

- SAMR MODEL by Dr Rubén Puentedura (2006):



<https://sites.google.com/a/msad60.org/technology-is-learning/samr-model>

- Google Apps for education.
- GOOGLE DOCS > SHARE > RESEARCH
 - Chrome > Settings > Extensions > more extensions > read and write
 - OCR functionality (import stuff)
 - Upload a document: NEW > Upload a file (open with Google Docs). It gives you the text of an Internet document in Word format (it scans it well). > Share.
- GOOGLE FORMS: for surveys.
 - Drive > New > Forms (or Drawings or Maps).
 - 1st question: name & email address (Make them REQUIRED = it is compulsory to answer them).
 - You can decide on the type of question and fix a time and date for answering it.
 - You can see the responses.
 - You can send the forms via email, OR
 - you can give them the URL in shorthand form through a URL shortener (<https://goo.gl/>).
 - You can get the results on a spread sheet.
 - > Add-ons > Flubaroo > regrade assignments (it sort of marks the test).
 - > Add-ons > Doctopus
 - > Add-ons > Mapping sheets (you put names of cities on the spread sheet and this application will show these cities on Google Maps).
- GOOGLE SLIDES: a presentation too.
- GOOGLE DRAW: for essay plans (titles, paragraphs, subtopics, etc.).
- <https://duckduckgo.com/>:

It is like a Google Search machine but it will give you always the same results (sometimes Google will give you different results depending on the computer (ex.: BOE may open Bank of England in some computers).

- <https://www.instagramok.com/>:
It gives you the info in the form of a graph. It is good for a webquest.
- <http://visuwords.com/>: relationships between words in graph form.
- GOOGLE TREKS: <https://www.google.com/maps/about/treks/#/grid>: shows videos of places in the world.
- GOOGLE CULTURAL INSTITUTE:
<https://www.google.com/culturalinstitute/home?hl=es>
- FREE IMAGES (legally downloadable):
 - PHOTOS FOR CLASS: <http://www.photosforclass.com/>
 - PIXABAY: <https://pixabay.com/es/>
 - CREATIVE COMMONS SEARCH: <https://search.creativecommons.org/>
- LANGUAGE AND WRITING:
 - PHRASE FINDER: proverbs, quotations, etc.: <http://www.phrases.org.uk/>
 - DICTIONARY.COM: <http://www.dictionary.com/>
 - ONELOOK.COM: dictionary and reverse (it helps you find the word):
<http://www.onelook.com/>
 - GLOSBE.COM: <https://glosbe.com/>
 - Multilingual online dictionary.
 - It gives words used in context and translated.
 - EDUCATION PLACE: graphic organiser: <https://www.eduplace.com/>
- FREE TOOLS:
 - PADLET.COM: a free webspace (to create a padlet, click on "+"):
<https://padlet.com/>
 - SLIDETALK.NET: <http://slidetalk.net/>. It converts presentations to videos.
 - SOCRATIVE.COM: to create your own quizzes or forums:
<http://www.socrative.com/>
 - LINGTLANGUAGE.COM: students can record their own oral productions:
<http://lingtlanguage.com/>
 - KAHOOT.IT: for quizzes: <https://kahoot.it/#/>. First you need to get it here:
<https://getkahoot.com/>
 - LEARNINGDESIGNER.ORG: useful to prepare didactic units:
<http://learningdesigner.org/>

IRISH AUDIOVISUAL MATERIAL (Pauline Kelly)

- www.rte.ie/radio1/doconone/
Award winning radio documentary series.
The educational support services have prepared materials to use at schools for 12-15-year-old students.
 - > Educational resources: worksheets that go with the particular documents.
One new document every week.
 - > Overview for teachers.
Examples: “Superdog” / “Dracula was Irish” / “Don’t go far” (the real story of two kids who managed to escape from Dublin to Wales to London to Heathrow to NYC airport (Air India flight), where they were caught by the police).
- www.jct.ie: junior cycle for teachers (selection of movie trailers, e.g. “ET”).
- Irish Film Board short films: has short clips of films (+/- 5 min. long).
 - > SEARCH: “The White Dress” (<http://www.thisisirishfilm.ie/shorts/the-white-dress>).

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DISSEMINATION STRATEGIES (Eduardo Marín)

- People think that everybody can teach.
- Only by disseminating our good practices can we show what we, but not others, can do.
- DISSEMINATE (from Latin “semina” = seed) means SCATTERING SEEDS.
- COMMUNICATION > NETWORKING (contact with other colleagues) > DISSEMINATION > PROFESSIONAL DEVELOPMENT > EDUCATIONAL CHANGE (adapting to the students' needs).
- STRATEGY:
 - What to disseminate? (What have I learnt? What is most valuable?)
 - Target group: principal, parents, teachers, education authorities, journals, webs, ...
 - How to communicate?: web, articles, seminars, workshops, e-twinning, ...

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FOR FURTHER READING:

- “Literacy and Numeracy for learning and life”:
https://www.education.ie/en/Publications/Policy-Reports/lit_num_strategy_full.pdf
- <http://curriculumonline.ie/>
- Get more out of Google: <http://www.hackcollege.com/blog/2011/11/23/infographic-get-more-out-of-google.html>
- Coyle, D. (2008), “CLIL – a pedagogical approach”, in N. Van Deusen-Scholl, & N. Hornberger, *Encyclopedia of Language and Education*, 2nd edition (pp. 97-111). Springer.
- Coyle, D., Hood, P., and Marsh, D. (2010), *Content and Language Integrated Learning*, Cambridge University Press.
- <http://www.cremi.it/public/documenti/seminar.pdf>

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