



Click and CLIL: Á procura da chiscadela - Click and CLIL: In Search of the Wink

This F2F workshop comprises a total of 13.5 hrs (18 hrs. including breaks)

| | Sunday, Nov7 | Monday, Nov 8 | Tuesday, Nov 9 | Wednesday, Nov 10 | Thursday, Nov 11 | Friday, Nov12 | Sat, Nov13 |
|---------------|-----------------------|--------------------------|---|-------------------------------------|---|---|-----------------------|
| | | COURSE | | | FLL.Wien JOB-SHADOWING | | |
| 9:00 - 10:30 | Travelling day | What is CLIL? | Scaffolding | Presentations & ja Mr peer feedback | 9:00 Introduction at FLL Wien 9:15 Elena Revyakina Active learning strategies in Future Classroom environments 10:45: Chris Pollek, Christina Adorjan HANDS on Workshop in Create Room at FLL Wien 12:30 Lunch (Mensa?) 13:45 Zoom session with Hermann Morgenbesser and students → Concept of the International Baccalaureate Program at KIS. | 9:00 Shadowing at Regina Brandweiner-Weiss's class at Catholic Private Primary School in Alxingergasse 8 https://www.nls.at/alx/vs/p/rofil/ziele/ 11: 30 Hermann Morgenbesser Learning Scenario design (basics). 12:30 Lunch (Mensa?) 14:00 -15:30 Andrea Radax Jeanny Bayramoglu Digital storytelling workshop | Travelling day |
| 10:30 - 10:45 | | <i>Coffee break</i> | <i>Coffee break</i> | <i>Coffee break</i> | | | |
| 10:45 - 12:15 | | Planning CLIL lessons | Planning CLIL lessons for my teaching context 1 | Presentations & peer feedback | | | |
| 12:15 - 13:30 | | <i>Lunch</i> | <i>Lunch</i> | <i>Lunch</i> | | | |
| 13:30 - 15:00 | | Analyzing CLIL resources | Planning CLIL lessons for my teaching context 2 | Round-up & self-assessment | | | |



Overview of detailed learning objectives

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| Create | Teachers can create mind maps to organize elements of a CLIL lesson in their own teaching contexts. Teachers can organize their ideas into coherent teaching sequences. Teachers can create scaffolding techniques which suit their teaching contexts. |
| Evaluate | Teachers can evaluate to what extent a given CLIL lesson fulfils the criteria set forth in the 4 C's framework. Teachers can evaluate each other's ideas and suggest improvements, if necessary. Teachers can evaluate their own learning progress. |
| Analyze | Teachers can analyze components of a CLIL lesson with the help of a ready-made rubric. Teachers can recognize different scaffolding techniques in a microteaching sequence. |
| Apply | Teachers can devise appropriate learning/teaching contents based on a topic using the 4 C's framework. |
| Understand | Teachers can understand the main objectives and potential outcomes of CLIL in ELT. Teachers can summarize the significance of each C and understand their interrelatedness. Teachers can describe the purpose of different scaffolding techniques. |
| Remember | Teachers can define CLIL. Teachers can describe the 4 C's framework in order to plan CLIL lessons. Teachers can list different scaffolding techniques. Teachers can list useful resources (print and/or web) in order to deepen their knowledge about CLIL. |

Overview of learning objectives based on the European Framework for CLIL Teacher Education (2011)

Teachers are able

- to describe core features of the CLIL approach (definition, models, planned outcomes, methodology, driving principles) (PDC 1, 6)
- to apply strategies for fostering critical thinking by students about content and language (PDF 3, 4, 6)
- to scaffold language learning during content classes (PDC 5, 6)



- to design and use cognitively and linguistically appropriate learning materials (PDC 4, 5, 8)
- to assess learning resources and environments and to identify potential difficulties and solutions to overcome these (PDC 4, 8, 11)
- to use self, peer and student evaluation to improve their own practice and student learning (PDC 2, 9, 10)

Detailed learning objectives for each thematic block

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| What is CLIL? | Create | | Teachers are able <ul style="list-style-type: none"> • to describe core features of the CLIL approach (definition, models, planned outcomes, methodology, driving principles) (PDC 1, 6) |
| | Evaluate | | |
| | Analyze | | |
| | Apply | | |
| | Understand | Teachers can understand the main objectives and potential outcomes of CLIL in ELT. | |
| | Remember | Teachers can define CLIL. | |

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| Planning CLIL lessons | Create | | Teachers are able <ul style="list-style-type: none"> • to describe core features of the CLIL approach (definition, models, planned outcomes, methodology, driving principles) (PDC 1, 6) • to apply strategies for fostering critical thinking by students about content and language (PDF 3, 4, 6) |
| | Evaluate | | |
| | Analyze | | |
| | Apply | Teachers can devise appropriate learning/teaching contents based on a topic using the 4 C's framework. | |
| | Understand | Teachers can summarize the significance of each C and understand their interrelatedness. | |



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| | Remember | Teachers can describe the 4 C's framework in order to plan CLIL lessons. | |
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| Analyzing CLIL resources | Create | | <p>Teachers are able</p> <ul style="list-style-type: none"> to assess learning resources and environments and to identify potential difficulties and solutions to overcome these (PDC 4, 8, 11) |
| | Evaluate | Teachers can evaluate to what extent a given CLIL lesson fulfils the criteria set forth in the 4 C's framework. | |
| | Analyze | Teachers can analyze components of a CLIL lesson with the help of a ready-made rubric. | |
| | Apply | | |
| | Understand | | |
| | Remember | | |

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| Planning CLIL lessons for my teaching context 1 | Create | Teachers can create mind maps to organize elements of a CLIL lesson in their own teaching contexts. | <p>Teachers are able</p> <ul style="list-style-type: none"> to design and use cognitively and linguistically appropriate learning materials (PDC 4, 5, 8) |
| | Evaluate | | |
| | Analyze | | |
| | Apply | | |
| | Understand | | |
| | Remember | | |



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| Planning CLIL lessons for my teaching context 2 | Create | Teachers can organize their ideas into coherent teaching sequences. | Teachers are able <ul style="list-style-type: none"> to design and use cognitively and linguistically appropriate learning materials (PDC 4, 5, 8) |
| | Evaluate | | |
| | Analyze | | |
| | Apply | | |
| | Understand | | |
| | Remember | | |
| Scaffolding | Create | Teachers can create scaffolding techniques which suit their teaching contexts. | Teachers are able <ul style="list-style-type: none"> to scaffold language learning during content classes (PDC 5, 6) |
| | Evaluate | | |
| | Analyze | Teachers can recognize different scaffolding techniques in a microteaching sequence. | |
| | Apply | | |
| | Understand | Teachers can describe the purpose of different scaffolding techniques | |
| | Remember | Teachers can list different scaffolding techniques. | |
| Presentations & Feedback | Create | | Teachers are able <ul style="list-style-type: none"> to assess learning resources and environments and to |
| | Evaluate | Teachers can evaluate each other's ideas and suggest improvements, if necessary. | |



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| | Analyze | | identify potential difficulties and solutions to overcome these (PDC 4, 8, 11) |
| | Apply | | |
| | Understand | | |
| | Remember | | |

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| Round-up & self-assessment | Create | | Teachers are able <ul style="list-style-type: none"> to use self, peer and student evaluation to improve their own practice and student learning (PDC 2, 9, 10) |
| | Evaluate | Teachers can evaluate their own learning progress. | |
| | Analyze | | |
| | Apply | | |
| | Understand | | |
| | Remember | Teachers can list useful resources (print and/or web) in order to deepen their knowledge about CLIL. | |