

Module 1 DIDACTICS

When planning for a year, plant corn.

When planning for a decade, plant trees.

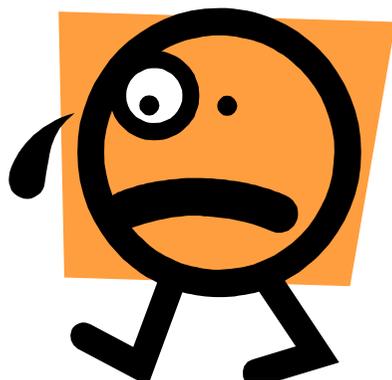
When planning for life, train and educate people.

Chinese Proverb, Guanzi (c. 645 BC)

1. QUESTION: Why CLIL?
2. QUESTION: What is knowledge?
3. QUESTION: What is education?
4. QUESTION: What is intelligence?
5. QUESTION: Which competences do students need and how can we help?
6. DISCUSSION: Different ways of learning and the consequences for our teaching

1. QUESTION

Why CLIL?



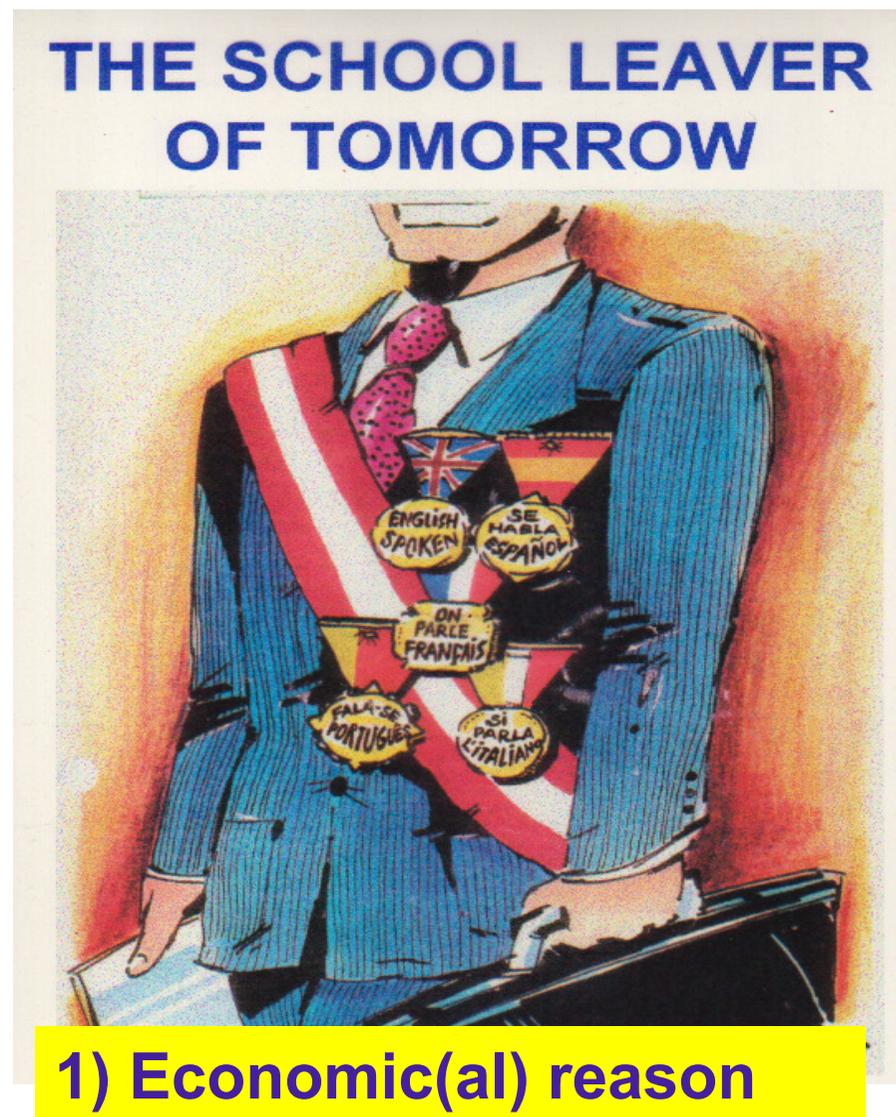
Can you suggest
reasons?

Content and Language Integrated Learning (CLIL)

Language Across the Curriculum (LAC)

Dual Language Programme (DLP)

- 1) Economic(al) reason
- 2) Political reason
- 3) Pedagogical reason
- 4) Intercultural reason



Content and Language Integrated Learning (CLIL): mainly mother-tongue students taught subject content in the target language predominantly by qualified mother-tongue teachers (sometimes supported by native speaker teachers) for clearly defined periods of time.

Who?

mainly mother-tongue students

For how long?

clearly defined periods of time

What?

subject content in the target language

By whom?

qualified mother-tongue teachers

The European Citizen

One modern language in addition to the mother tongue should be studied in depth. *European Community: Council Document 7706/84*

2) Political reason

12 years later...

The European Citizen

**Proficiency in *several* Community languages has become a precondition of citizens...
...develop proficiency in *three* Community languages...**

*Teaching and Learning: Towards the Learning Society
European Commission's White Paper, 1996*

2. QUESTION

A Definition of Knowledge



Can you suggest
a definition?

A Language for Life

Bullock Report, Chap. 4, 1975

“Knowledge is not something to be passed on intact to learners. Learners have to make sense of new knowledge themselves, to link it to what they know already, to recreate it in some sense in order to make it their own. Language is a principal means of doing this.”

3) Pedagogical reason

KNOWLEDGE

**Assumption: students want to make sense
of new knowledge**

How: by linking it to what they know already

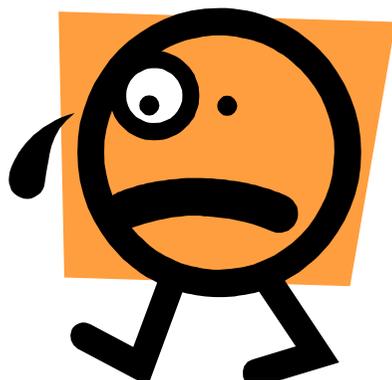
Therefore: they have to recreate it in some sense

Consequence: they make it THEIR own knowledge

LANGUAGE IS A PRINCIPAL MEANS OF DOING THIS!

3. QUESTION

What is education?

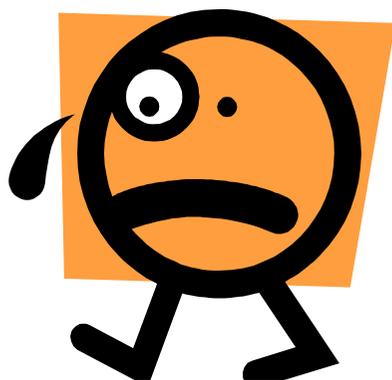


Can you suggest
a definition?

L'Education nous faisait ce que nous sommes. (Education made us what we are.)

Discours XXX, Ch. 30

Do you agree?



Education is what survives when what has been learnt has been forgotten.

Education in 1984, New Scientist, 21 May 1964, p. 484

**Education is
what survives
when what has
been learnt has
been forgotten**

**What has been
learnt?**

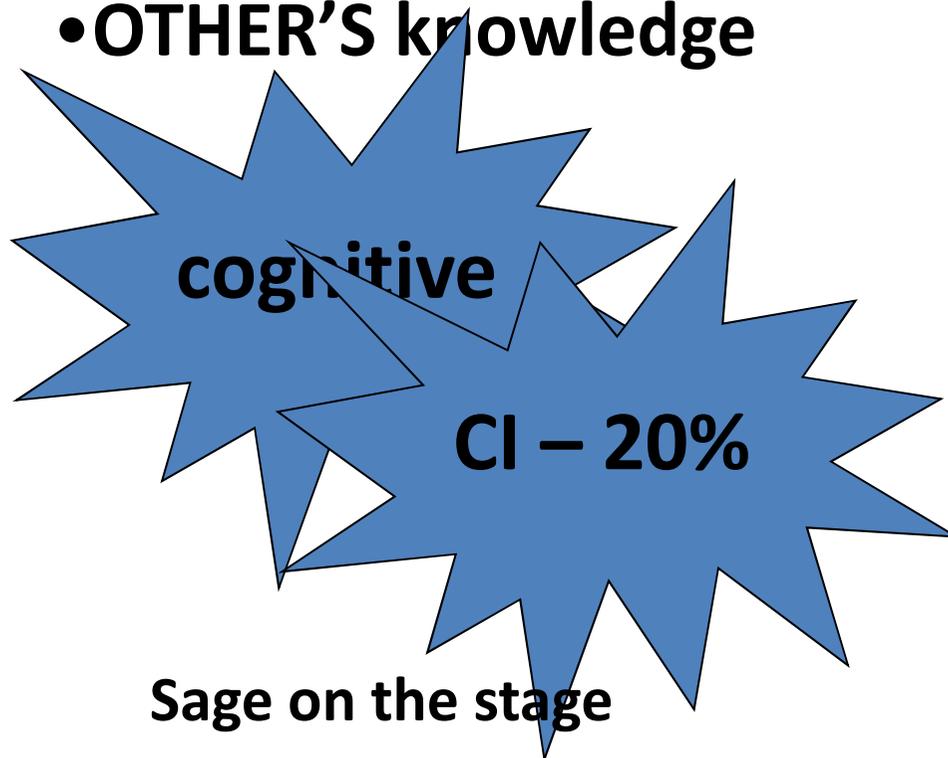
- **School knowledge**
- **Book knowledge**
- **OTHER'S knowledge**

**Education is
what survives
when what has
been learnt has
not been forgotten**

**What should
survive?**

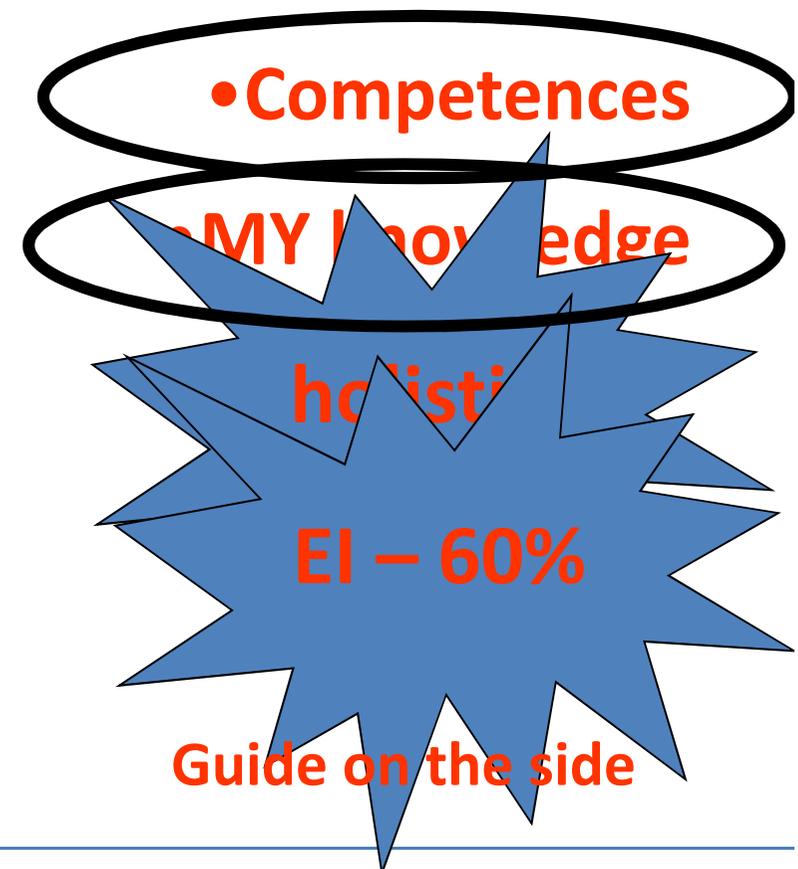
- **Attitudes**
- **Values**
- **Competences**
- **MY knowledge**

- School knowledge
- Book knowledge
- OTHER'S knowledge



- Attitudes

- Values



How to be successful?

cognitive

CI – 20%

holistic

EI – 60%

Sage on the stage

20%?

Luck!

Guide on the side

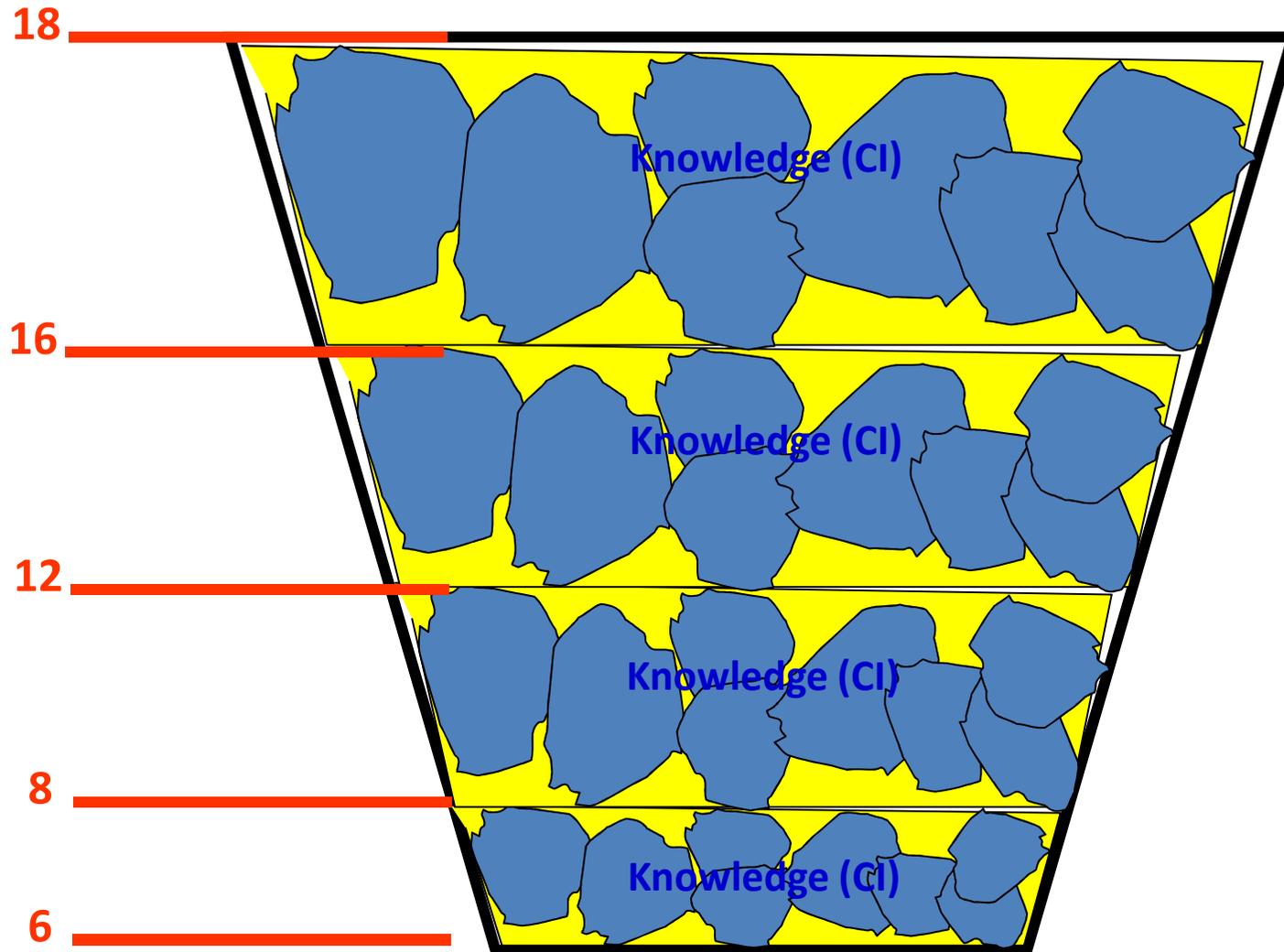
“...the ability to monitor and regulate one’s feelings and those of others and to use feelings to guide thought and action.”

Source: www.glef.org

“Education is not the filling of a pail,
but the lighting of a fire.”

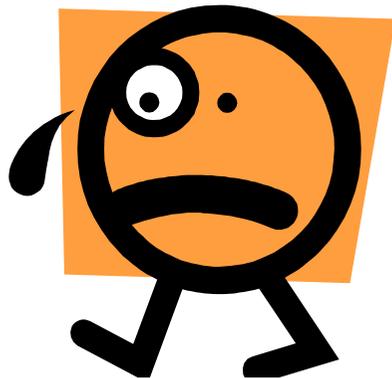
W.B. Yeats

FOP or LOF



4. QUESTION

What is intelligence?



What do you think?

**Education is
what survives
when what has
been learnt has
been forgotten.**

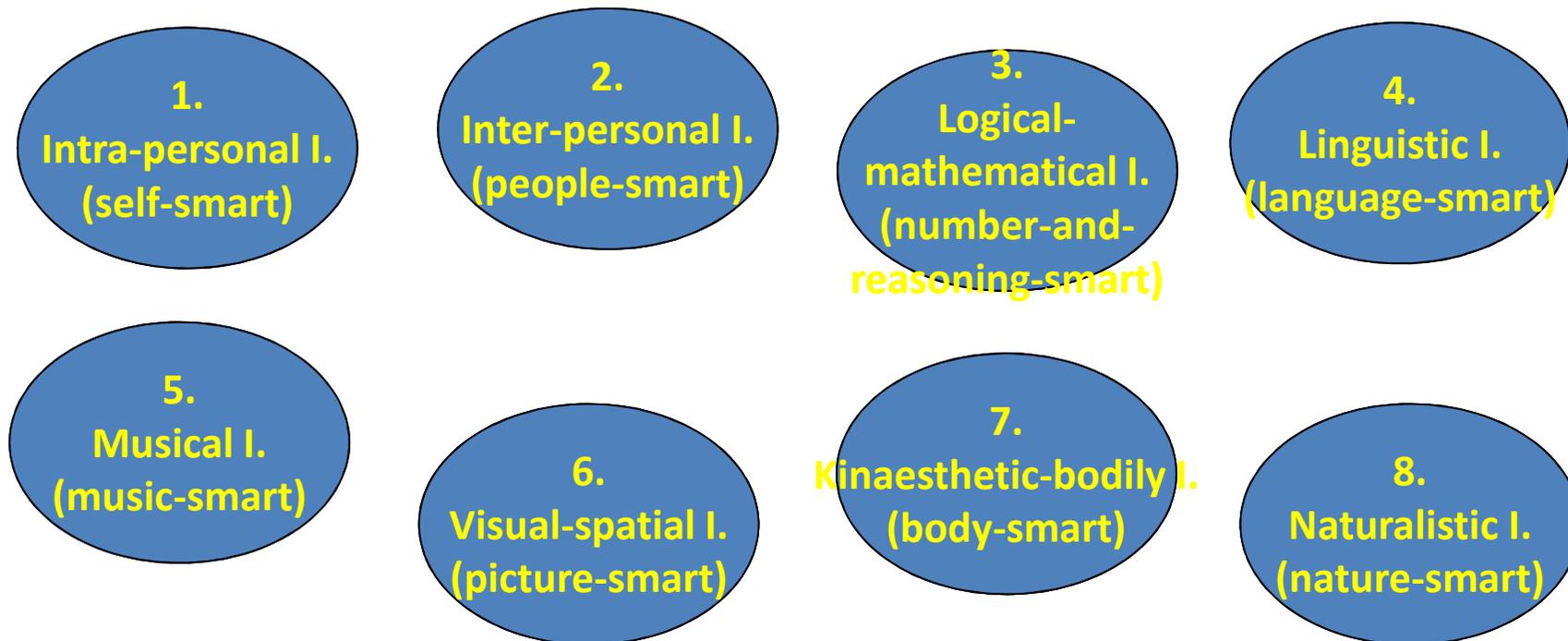


- Attitudes
- Values
- Competences
- My knowledge



“...the ability to monitor and regulate one’s feelings and those of others and to use feelings to guide thought and action.” Source: www.glef.org

**CI = Cognitive Intelligence;
EI = Emotional Intelligence;
MI = Multiple Intelligences***



* Howard Gardner, Prof. of Education, Harvard University, USA; Dr. Herbert Puchta, Austria

5. QUESTION

Which competences do students need
and how can we help?



Have you any
suggestions?

UNESCO Report 1996

The Four Pillars of Education (Four Competences)

Learning to ...



**Information-
Competence**



**Method-
Competence**



**Self-
Competence**



**Social-
Competence**

Being ...

1

personally
competent

2

inter-personally
competent

3

inter-culturally
competent

4

communicatively
competent

5

media
competent

How can we help our students to be:

The 5 'Being' Competences

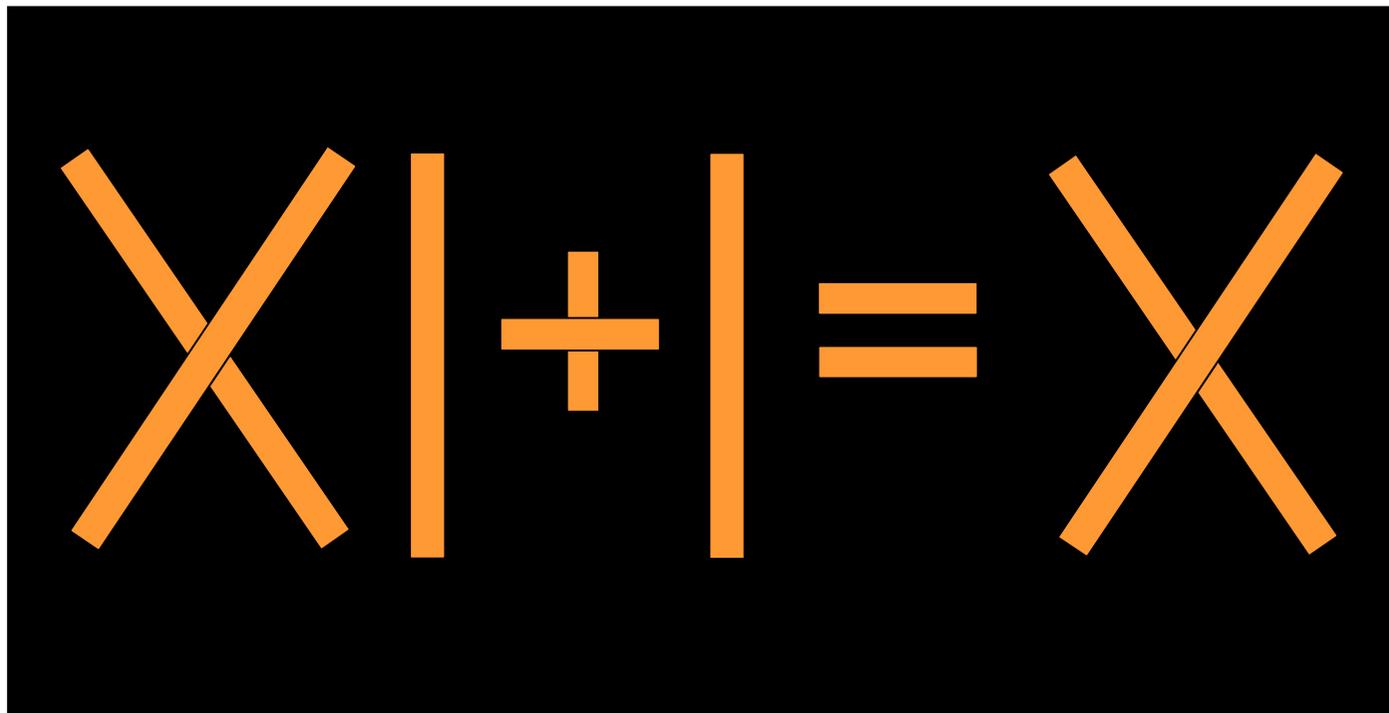


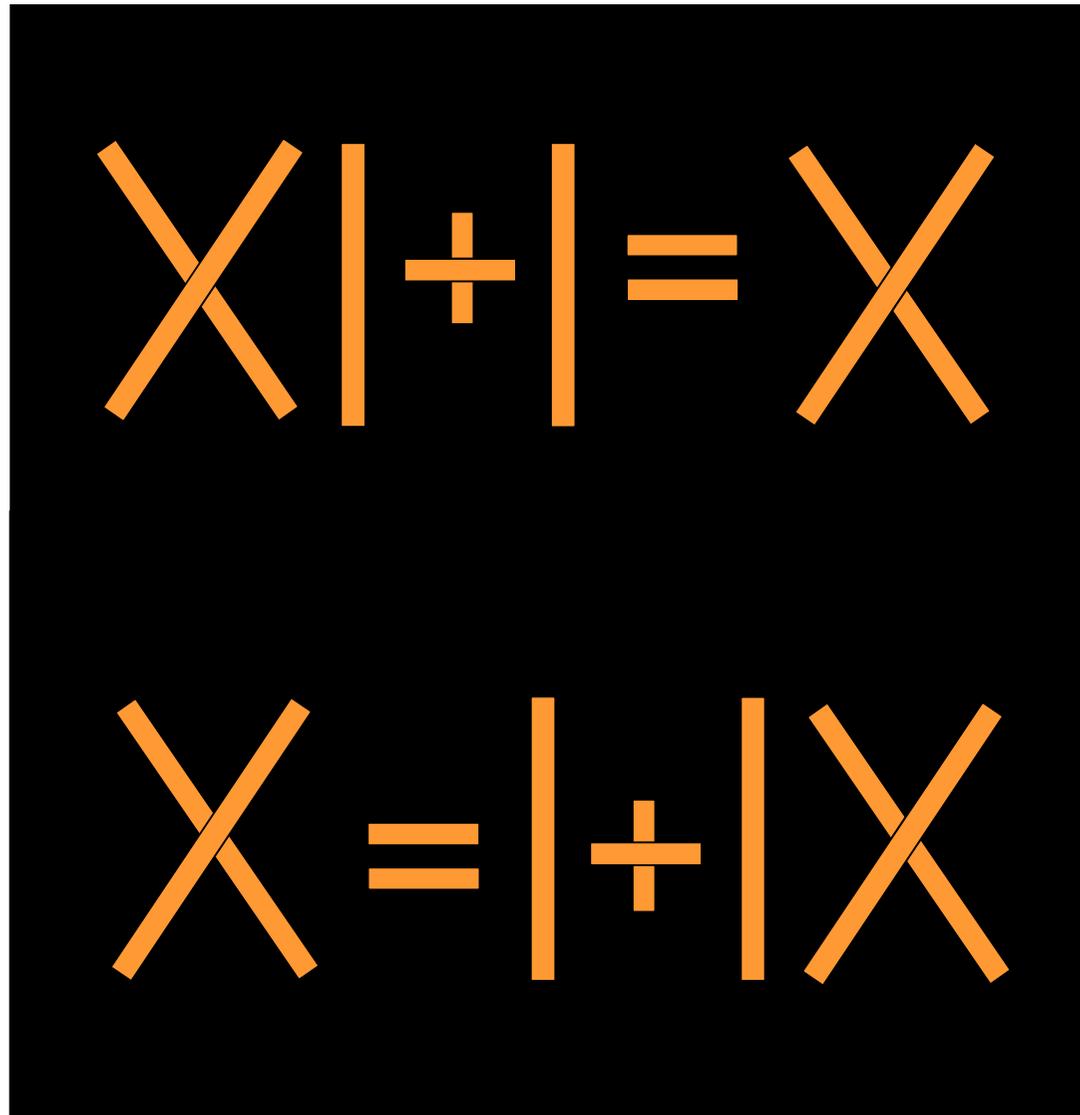
- We can (must):**
- offer new horizons**
- **the ‘European Dimension’**
(the international horizon)
 - **new approaches to teaching**
& learning (the learning and
experiential horizon)

The 'EUREKA' Moment

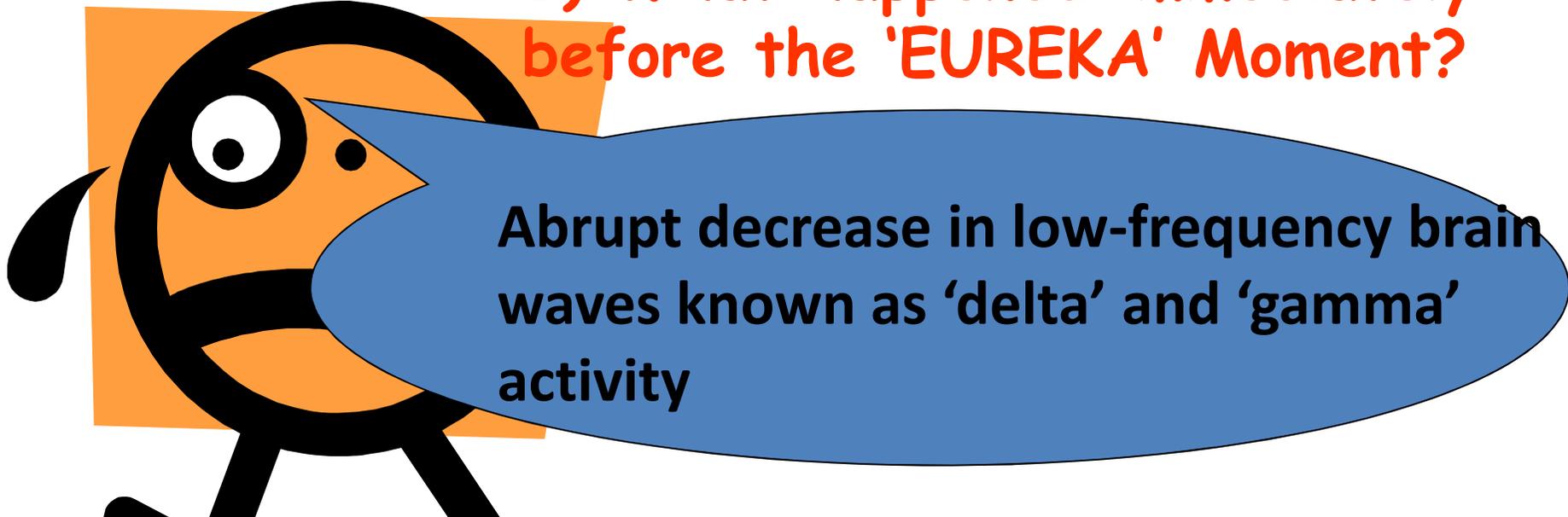
Research carried out by the Neuroscience Dept., Univ. of Houston
Prof. Bhavin Sheth

Archimedes Syndrome - The Magic of Creativity





1) What happened immediately before the 'EUREKA' Moment?



Abrupt decrease in low-frequency brain waves known as 'delta' and 'gamma' activity

'delta' activity = mental processes such as memory

'gamma' activity = coordinated mental activity

“The fact that both disappeared right before the volunteers hit upon a creative solution suggests that the brain was escaping from conventional thought patterns.”

2) What happened immediately before the 'EUREKA' Moment?



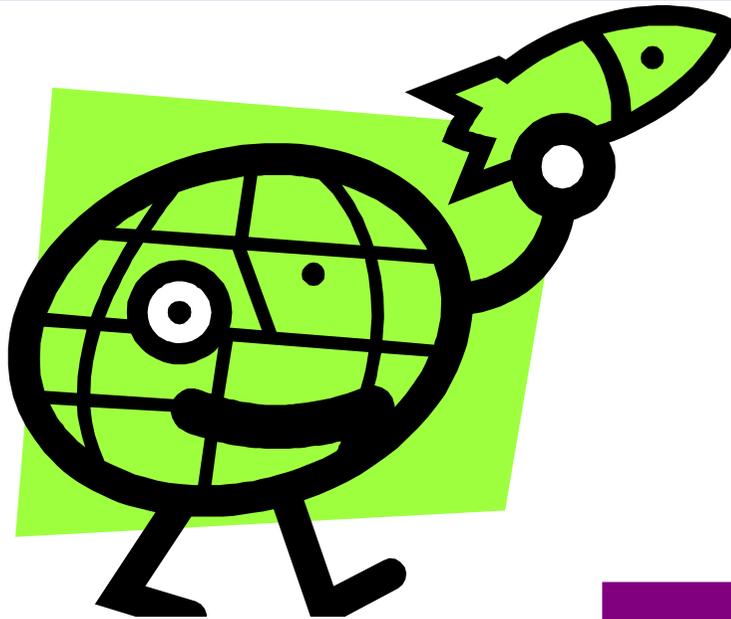
Abrupt increase in 'theta' waves in the front part of the brain.

“Theta waves are thought to play a role in encoding new information, so our interpretation is that this marks the formation of new associations between previously unconnected concepts.”

“The information in the problem is seen in a new light, so people rotate the sticks in the Roman numerals equation – a spatial solution to what seemed like a numerical problem. This is the essence of creative thinking.”



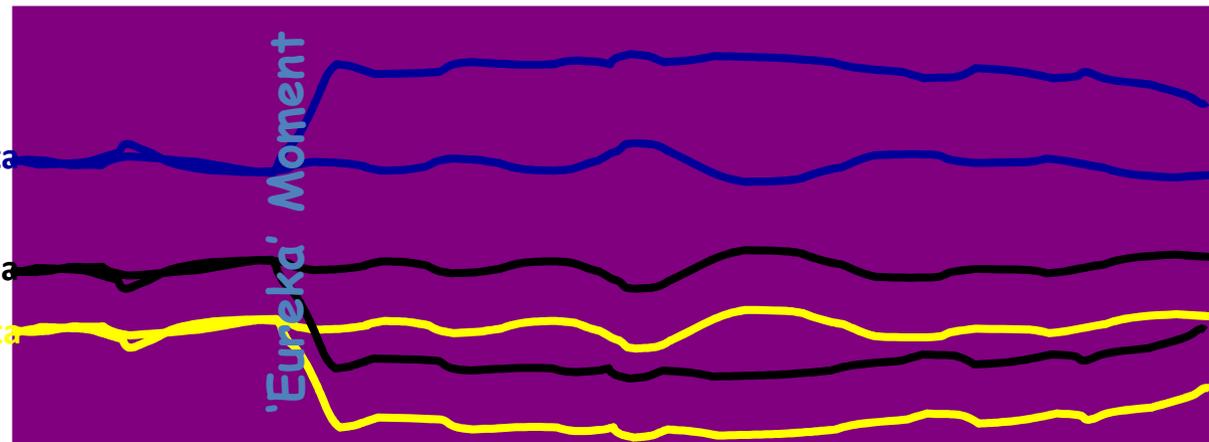
“Insight and creativity begin when you break out of the thinking rut you’re in and restructure the problem in a new way.”



Encoding new information - Theta

Coordinated Mental Activity - Gamma

Mental Processes (e.g. Memory) - Delta





Creative expression

*"It is the supreme art of
the teacher to awaken
joy, creative expression
and knowledge."*

Albert Einstein

Joy

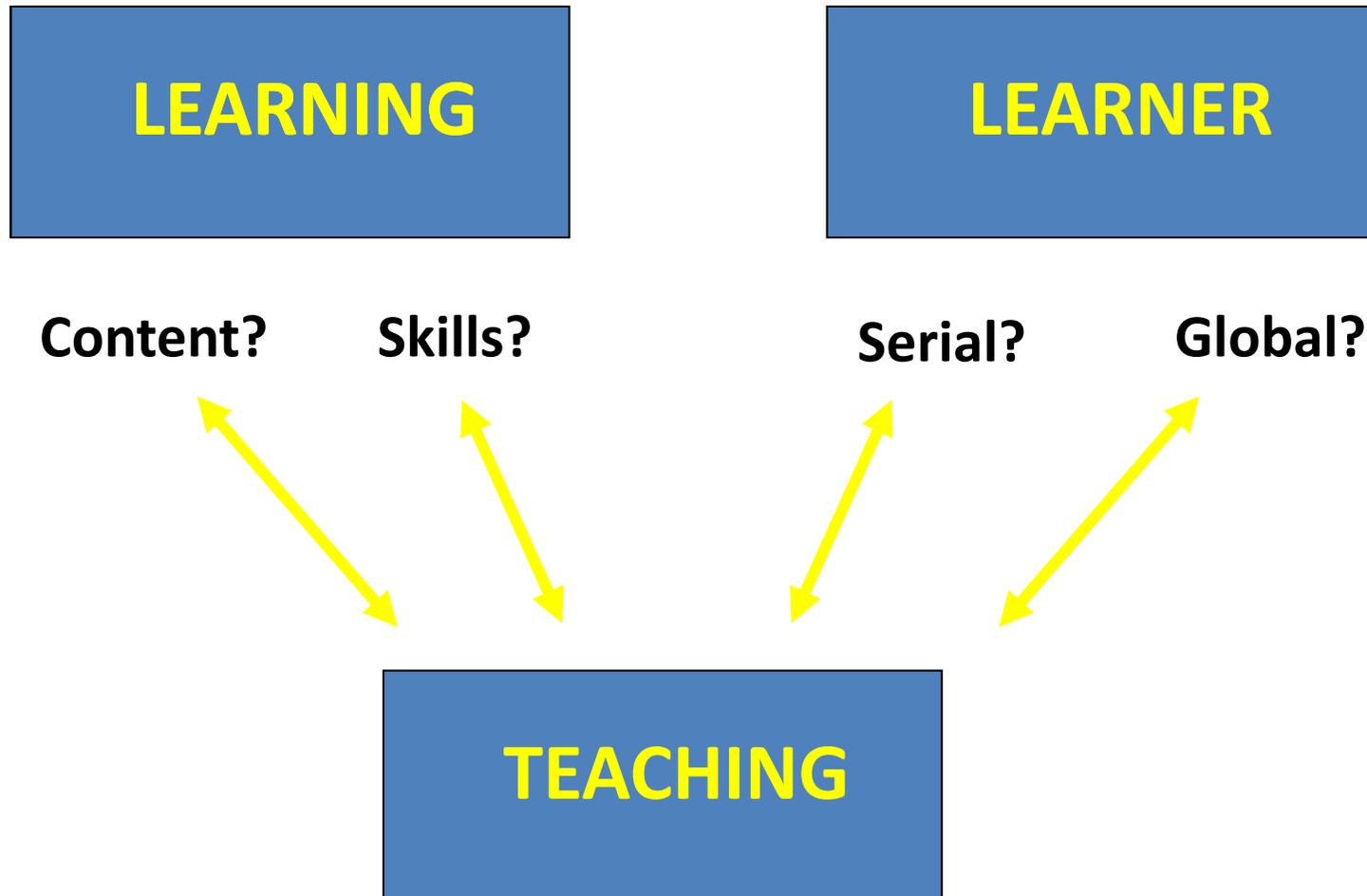
Knowledge

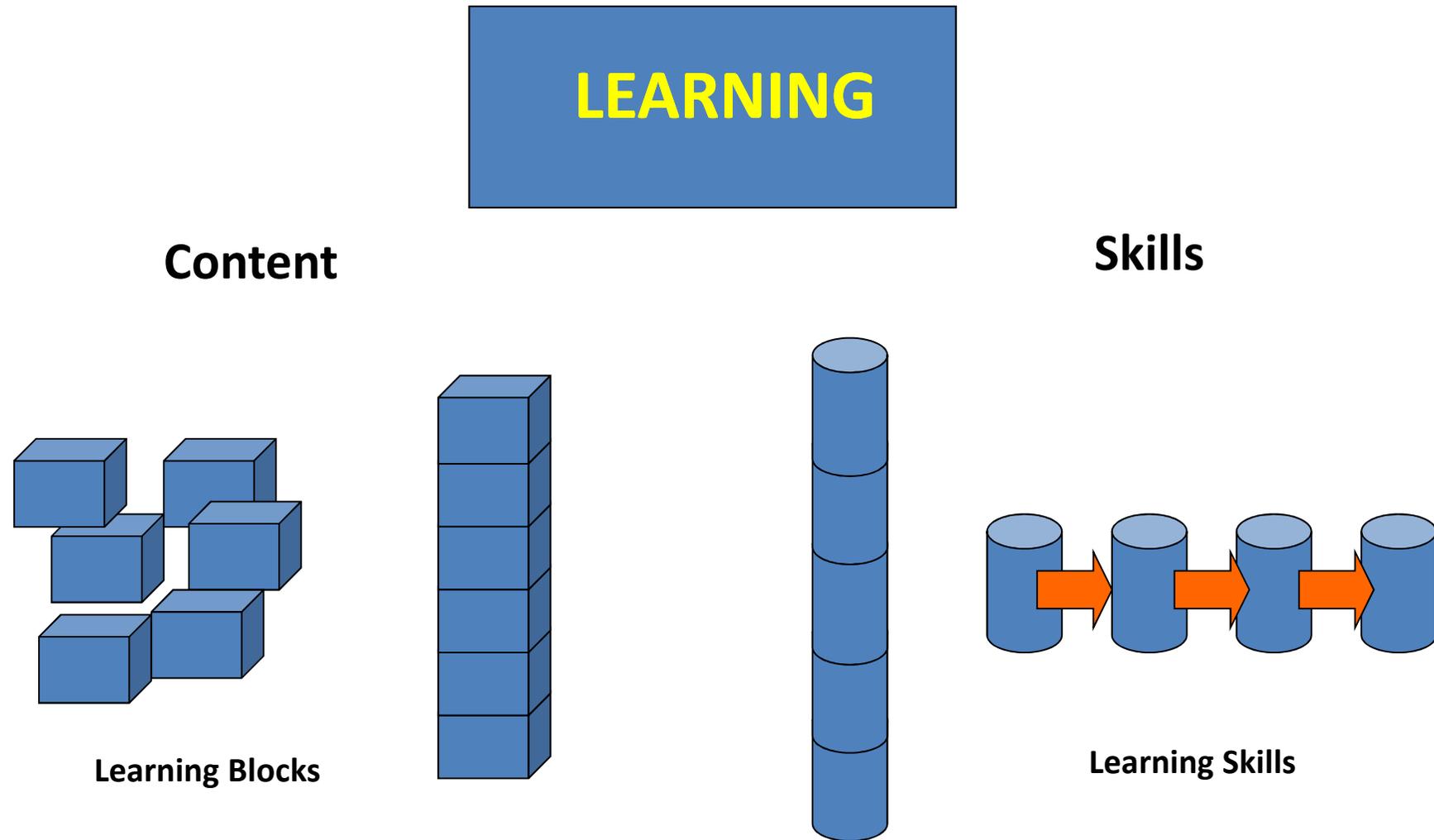
5. DISCUSSION

Different ways of learning and the consequences for our teaching



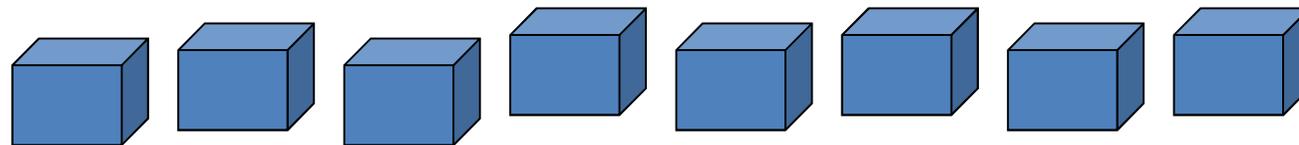
Have you any suggestions?



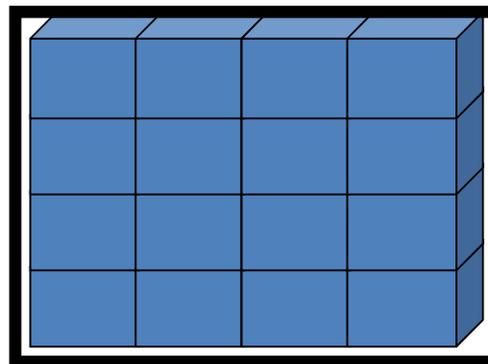




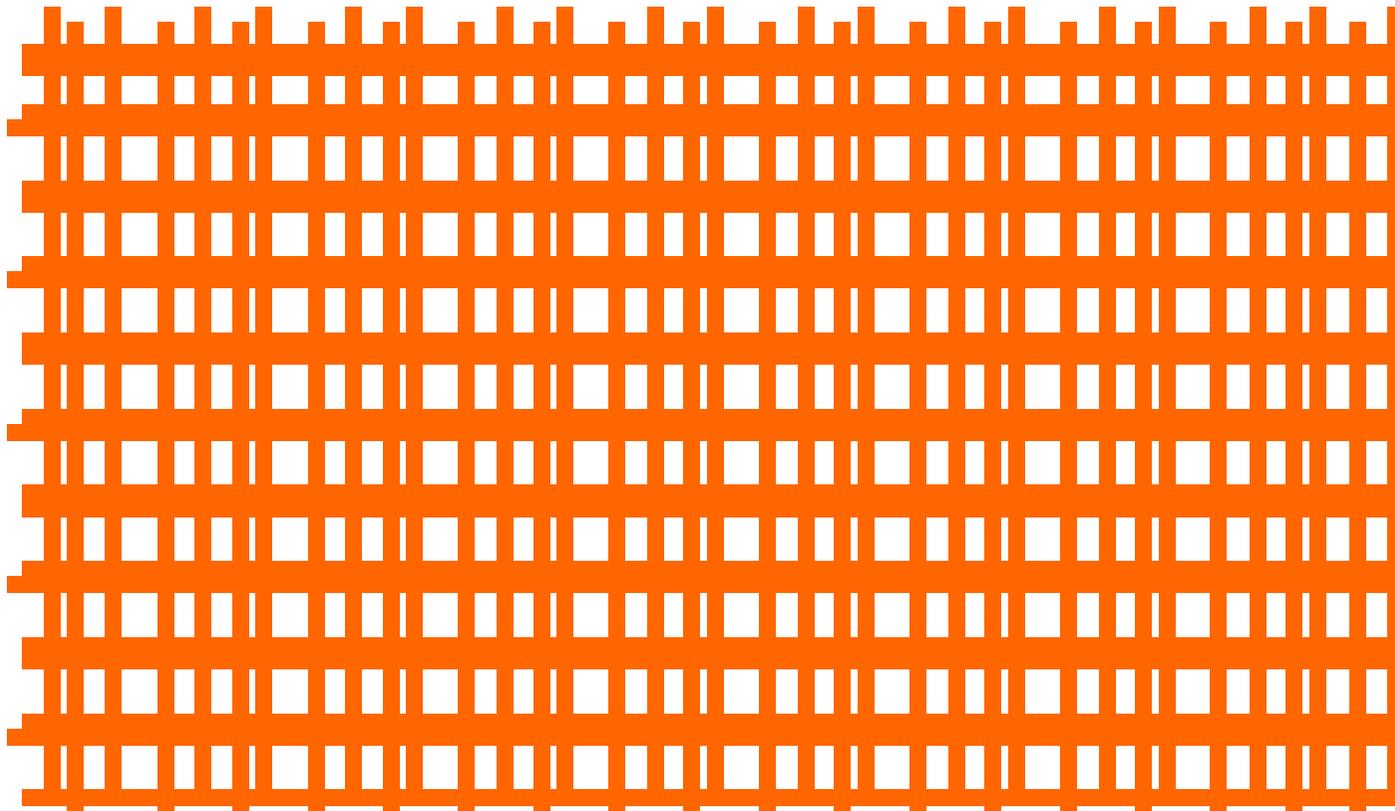
Serial Learner

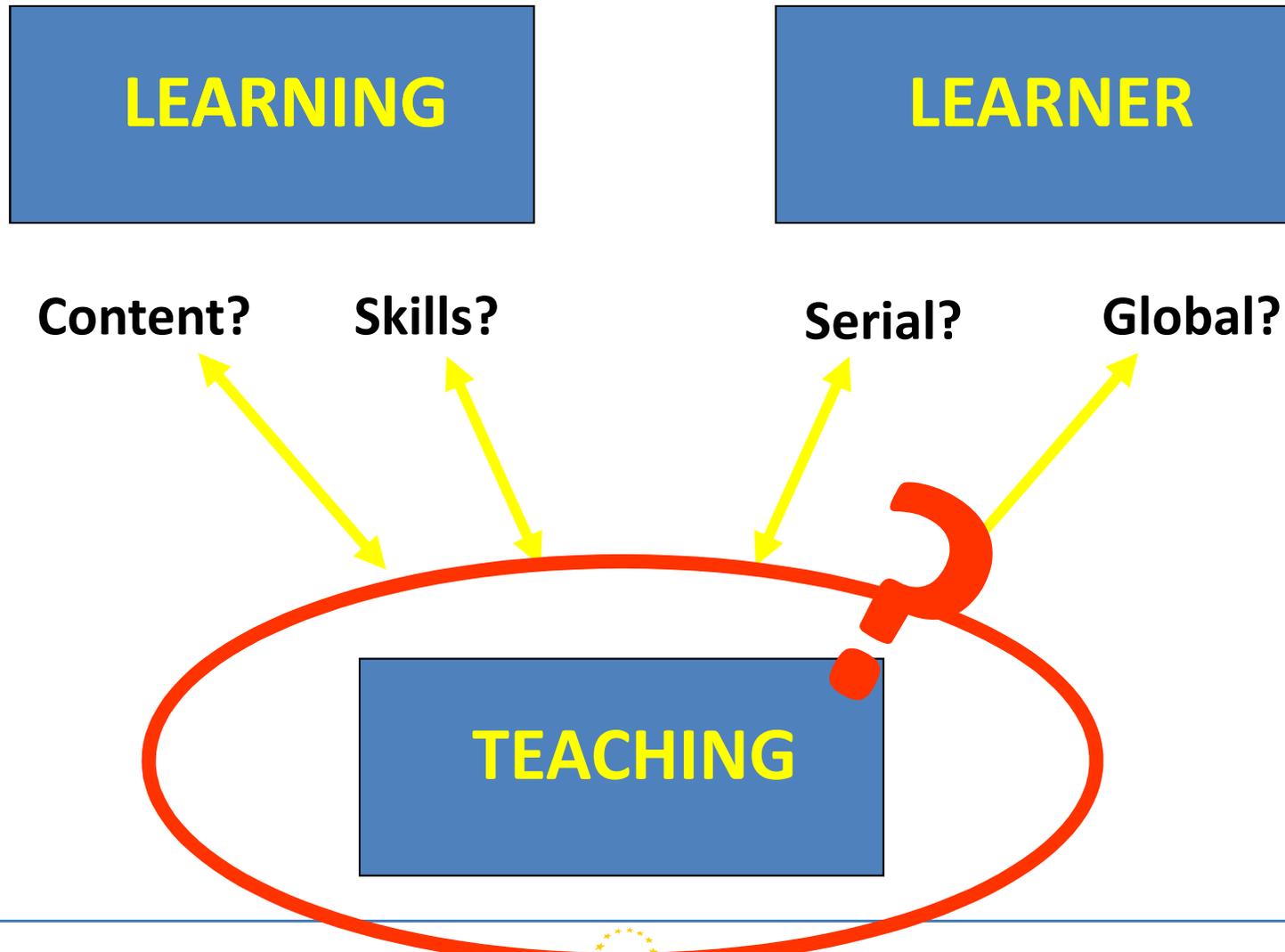


Global Learner



Learning is not a 'linear' but a 'thickening' process





**(CLIL)
TEACHING**

**1. KNOWLEDGE
and EDUCATION**

2. INTELLIGENCES

3. COMPETENCES

Attitudes

Values

Competences

MY Knowledge

CI EI MI

**4. LEARNING/
LEARNER**

Content/Skills

Serial/Global

Personally

Inter-personally

Inter-culturally

Communicatively

Media

5. CREATIVITY

EUREKA! Moments

The 'Thickening' Process

Multilingual education

-  • as pleasure
-  • as personal development
-  • as personal identity
-  • as necessity

4) Intercultural reason

CLIL in the “normal school”

- motivation (teachers)
- team work
- no organisational changes
- curriculum courage
- specific teaching materials
- whole language approach
- “learning to learn” strategies (e.g. SQ3R)

Summing up...

**Skills have to be developed in the
context of knowledge...**

„Powerful knowledge“¹

¹ = the accumulated wisdom and knowledge of humankind – that will enable students to be successful in life: Michael Young, Sociologist;


Thank you for
your kind
attention,
Stuart.



creating the future

Programm zur grenzüberschreitenden Zusammenarbeit SLOWAKEI - ÖSTERREICH 2007-2013
Program cezhraničnej spolupráce SLOVENSKÁ REPUBLIKA - RAKÚSKO 2007-2013



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