

Questions for Teachers when designing a Learning Episode

PluriLiteracies Approach to CLIL

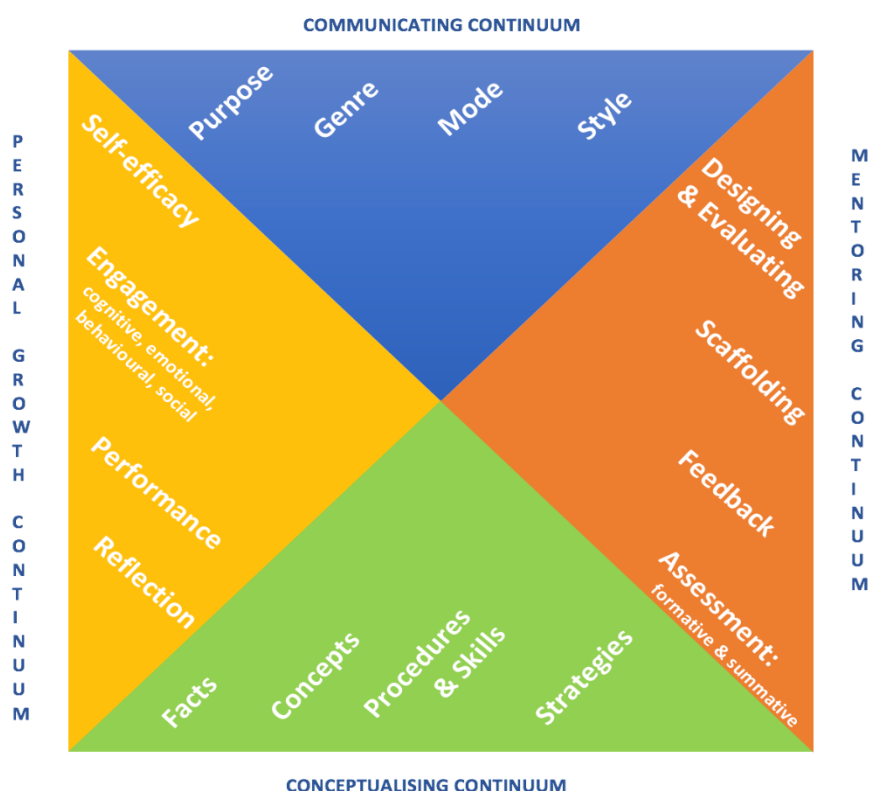
The following question summarises the fundamental and overarching question which frames the principle of designing learning environments (our classrooms) so that 'quality' learning is experienced by all learners regardless of their age, stage and abilities. in our classrooms where subjects are being taught and learned through a language which is not the first language of the learners.

Key Question

How can we design, mentor and evaluate **deeper learning episodes** which are authentic to the demands of the discipline (in terms of how knowledge is constructed and communicated according to the 5 disciplinary core constructs) and address learner needs (in terms of relevance, significance and engagement) so that teaching objectives become learner 'subjectives'?

The fundamental pedagogic principles which are visually represented in the holistic learning model below and in the digital version can be found on <https://pluriliteracies.ecml.at/>

PluriLiteracies Model for Deeper Learning: bringing together four dimensions of learning



Deeper Learning Episodes align core discipline objectives and learner needs.

Discipline objectives are fundamental to deeper learning and constitute the core elements of any discipline by specifying 5 core strands. These elements which determine the nature of each discipline are: epistemology, inquiry practices and forms of reasons, overarching concepts, principles and themes, forms of representing information as well as discourse structures. All subjects have specific core objectives and can be typically drawn upon to answer questions such as ‘So what does a mathematician do? ‘What does a geographer do?’

In order for increasing attention to be paid in secondary schooling to improving learners’ subject disciplinary expertise, the design of tasks and activities in lessons need to take account of these five elements of each discipline at the wider planning level. In turn, this enables learning episodes to be designed which may well last over several lessons and take account of learning in L1 as well as learning through another language.

1. In order to design DLEs, teachers need to identify:
 - a. the degree to which stated curriculum aims mirror discipline objectives
 - b. learner needs
2. Align these perspectives through
 - a. Design: tasks and scaffolding which anticipate alignment
 - b. co-construct a space by negotiating learner subjectives which enable learners to engage in all the four activity domains of a subject at their specific level and pace
 - c. mentor learning through constant monitoring and adjustment
 - d. Evaluate and assess

Teachers promote deeper learning and personal growth by apprenticing learners into the discipline. Typical design questions are as follows:

Green and Blue Dimensions

Communication and conceptualising continua for integrated learning

What do I want my students to know and be able to do, and how will they demonstrate their understanding in terms of the 5 disciplinary core constructs:

- a. **Forms of representation (input and output):**
 - What is the purpose of the communication?
 - What mode is possible?
 - What text type do I want my students to produce?
 - What are the characteristics of the respective text type?
 - What are the language demands of the respective text type?
 - Do I have a model of the text types to show my students?
 - What specific strategies do I need to include so that learners know how to read, interpret and understand text related to the subject discipline? (e.g. the language of explanation)
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- b. **Discourse Structures:**
 - What discourse functions do the students need to produce a text type?
 - What style needs to be used?
 - What specific language patterns are required?
- c. **Inquiry Practices and Forms of Reasoning:**
 - Is inquiry deductive or inductive?
 - What problems can be posed and solved?
 - What factual and conceptual questions need to be asked and answered?
 - Where can I provide opportunities for critical thinking?
 - What subject specific procedures and strategies will my students use to construct knowledge?
- d. **Overarching Concepts, Principles and Themes:**
 - What subject specific conceptual lens do you want your students to use in order to understand?
 - What connections can be drawn between concepts?
- e. **Epistemology:**
 - How do I enable my students to understand the ways in which knowledge is constructed and interpreted in my discipline?
 - How do I enable my students to distinguish between justified beliefs and opinions?

Yellow Dimension (Personal growth)

How do I nurture a growth mindset?

- a. How do nurture well-being and provide a self and inclusive environment
- b. How can I trigger, engage and increase student engagement

- (make topics relevant and meaningful)
- offer choice and support autonomy and agency
 - how do I support my learners to use creative and alternative ways of problem solving?
 - how do I incorporate opportunities which draw on my students' past experience, prior knowledge and cultural identities?
 - how do I design a more personalized learning experience?
 - how do I engender resilience, grit, curiosity and persistence?
 - how do I make all my students feel successful?
- c. how do I encourage my students to reflect meaningfully on their learning?
- d. how do I facilitate constructive peer feedback?

Orange Dimension (mentoring learning)

4. How do I mentor learning and personal growth?

- a. How do I create learning partnerships with my learners which support deeper learning and personal growth?
- b. How do I provide ample time, space and opportunity for deep practice?
- c. Do I challenge my students to transfer their understanding to other contexts?
- d. What strategies do I use to promote transfer of learning?
- e. How can I turn my feedback (assessment) into a springboard for further learning and personal growth?
- f. Is my assessment based on clear and shared assessment criteria for deeper learning?

Teachers in the project select from, adapt or change these questions and use them to guide them in experimenting a more literacies approach to subject disciplines through integrated learning through another language.

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